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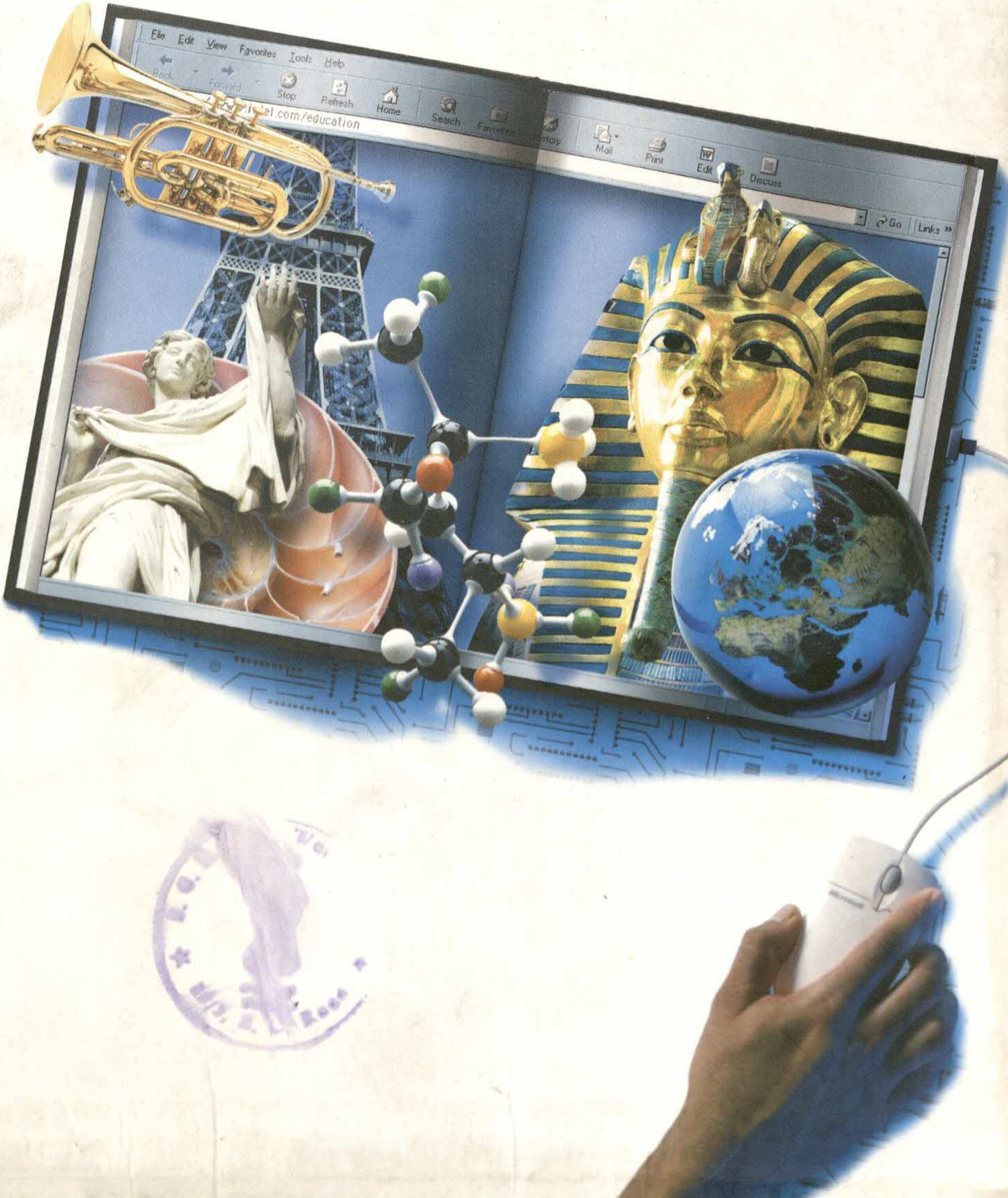
Intel® Teach to the Future

PROFESSIONAL
DEVELOPMENT
CURRICULUM
VERSION 4.1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Professional Development Curriculum and CD-ROM

Edition 4.1

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Intel® Teach to the Future

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Acknowledgements

Professional Development Curriculum and CD-ROM

The goal of the Intel® Teach to the Future Program is to train classroom teachers how to promote project-based learning and effectively integrate the use of computers into their existing curriculum so that students will increase their learning and achievement.

The themes of the Intel Teach to the Future program include:

- Effective use of technology in the classroom
- A focus on the ways students and teachers can use technology to enhance learning through research, communication, and productivity strategies and tools
- An emphasis on "hands-on" learning and the creation of curricular units and evaluation tools.
- Promoting engaging opportunities for students through access to technology
- Encouraging teachers to work in teams, problem-solve and participate in peer review of their units

For additional information on the Intel Teach to the Future program, visit our Web site at http://www.educationinindia.net.

The Intel Teach to the Future curriculum was prepared by the Institute of Computer Technology (ICT) and Intel Corporation. ICT is a non-profit organization which provides technology training, curriculum, program management, and consulting services to education and industry.

The Training Curriculum developed by ICT has been adapted by **Educomp Datamatics Limited** for use by the school teachers in India. Educomp Datamatics Limited is a leading Learning Management Company and is Intel's training agency in India for the Intel® Teach to the Future program.

For more information about **Educomp Datamatics Limited** and its activities, you can visit their website (http://www.edumatics.com) or write to Educomp Datamatics Limited, Padma Towers 1, 5 Rajendra Place, New Delhi 110008.
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Use of this Curriculum and Companion CD-ROM

In the Intel® Teach to the Future curriculum manual, icons help to guide you throughout the activities:

📂 Save your work

💿 View resources on the Program CD-ROM

🌐 View resources on the Web

💡 Note helpful hint, idea, or warning

💬 Discuss or share with your colleagues

The companion CD-ROM is an integral part of the curriculum and is used throughout the portfolio creation process.

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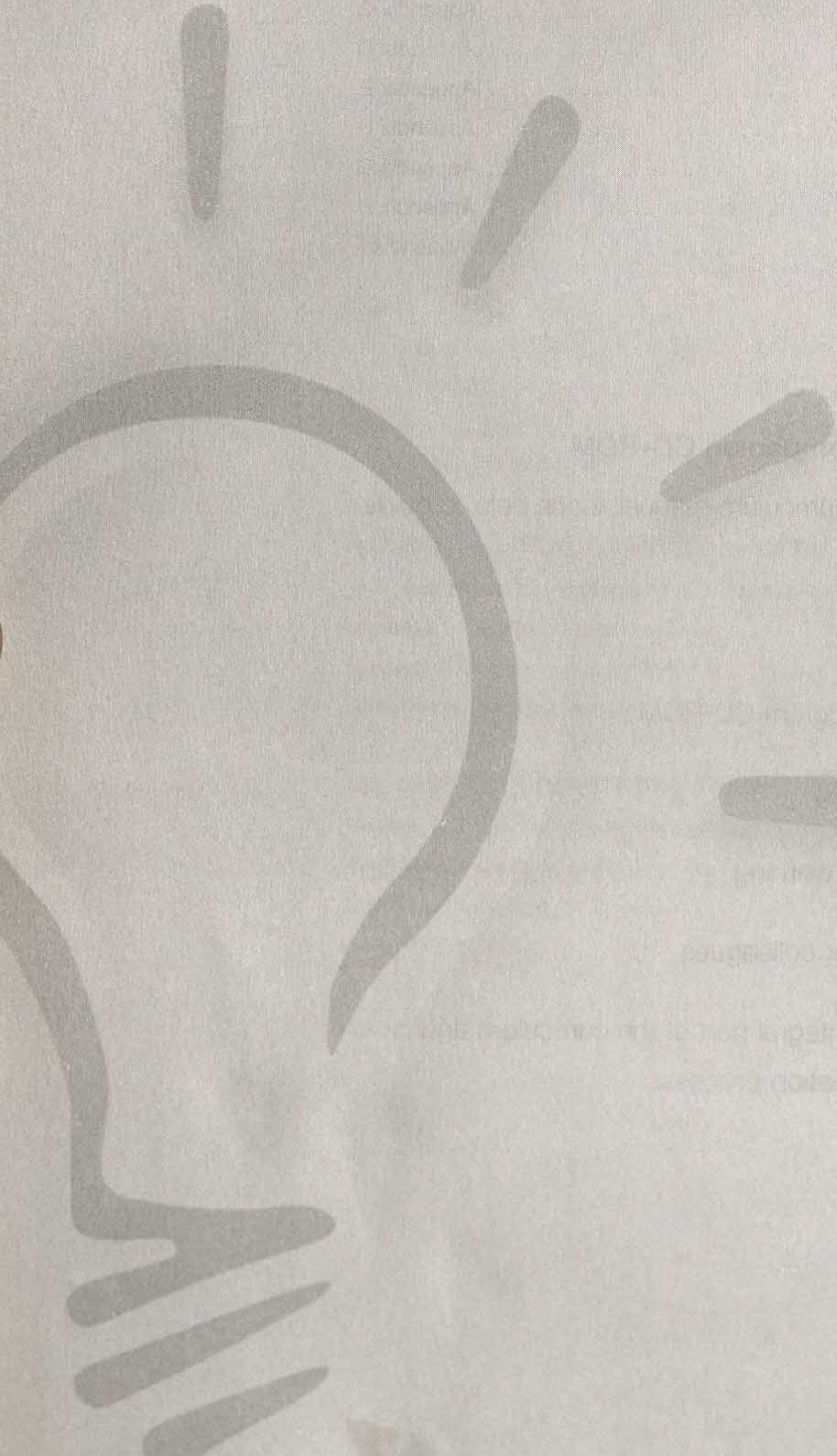


ACTIVITIES

Activity 1:	**Introducing Intel® Teach to the Future** (20 minutes)
Discuss:	The goals and expectations of the Program.

Activity 2:	**Getting Acquainted** (20 minutes)
Introduce:	Yourself.
Participate:	Getting to know your Fellow Participants.

Activity 3:	**Getting Started** (2 hour, 10 minutes)
Create:	Project Portfolio folder for saving all documents.
View:	The Program Web Site.
View:	Lesson Plan template.
View:	Sample Project Portfolios on the Program CD-ROM.

TAKE-HOME ACTIVITY

	Reflective Thinking (10 minutes)
Ponder:	Over the Reflective Questions.
Enter:	Your reflections in the Reflection Log.

ACTIVITIES

Activity 1

Introducing Intel® Teach to the Future

(20 minutes)

You may want to share with the class your first experience or background using computers in the classroom.

Go over the layout of the facilities, lab hours and procedures, schedule, and breaks.

Let participants know about any additional equipment or software that is available for the training (scanners, printers, and so forth).

List what participants need to bring to each session.

Describe the Take-Home Activity requirements.

Stress that each of the items on page 1.10 is required for a complete Project Portfolio.

You may want to share the Project Portfolio that you created during your training and spotlight each component.

Emphasize that this training requires a lot of work, but that in the end, participants will have a finished product that they can use in their classroom and that they will understand how to integrate technology. They will have hands-on experience not only using the programs, but also integrating them into their curriculum.

The Goal of Our Program

The Intel® Teach to the Future Program has been created to help teachers like you expand the boundaries of your creativity and the creativity of your students beyond the walls of the classroom. The Program aims to help teachers use the power of computer technology to spark student imagination, and ultimately move them towards greater learning.

Throughout the Program, you will see questions asking whether the computer enhances or detracts from learning. We are well aware that some of life's most important lessons can still be taught without a computer. That is why we have tried to base this Program with strong evaluation tools that can help guide the content and design of all that is taught in the classroom. Guided by these evaluation tools, you can expand the possibilities for learning in the classroom by using the computer for research, publishing, and communication.

Our Goal for You

As you progress through the seventeen training modules included in this Program, you will have the opportunity to interact with other teachers and discuss ideas for both introducing and using technology in your classroom. You will be asked to develop a specific lesson based either upon material you are now teaching or material you would like to teach in the future. Our goal in the end is for you to have a Portfolio you can take back to your school, one that allows you to raise the level of excellence in your classroom and meet important learning objectives.

You Will Go Back to School with a Product

When you return to school and the classroom, your Project Portfolio will be ready for you to use. Your Project Portfolio will consist of:

- A Lesson Plan with student learning objectives aligned to the established guidelines of your School Examination Board.
- Student Samples:
    - A student multimedia presentation sample
    - A student publication sample (newsletter or brochure)
    - A student Web site sample
- Evaluation tools:
    - A multimedia evaluation tool for assessing student learning
    - A publication evaluation tool for assessing student learning
    - A Web site evaluation tool for assessing student learning
- A teacher presentation, newsletter, brochure, or Web site to support your Lesson
- Handouts, templates, or tests to support your Lesson
- A lesson implementation plan
- A student Grade Book
- Classroom management documents
- Works Cited document (Bibliography / References)

The Final Test for Both of Us

We have developed the Intel Teach to the Future program because we believe that teachers, not computers, are the most critical component of student learning. Teachers have told us that they need not only theoretical, but also practical training to really be able to use computers effectively in their classrooms. The Intel Teach to the Future program was created in response to this request. This training is continuously refined as you and your colleagues submit feedback. To be a part of this innovative teacher training program, we ask that you commit to the following:

- Attend all hours of the training and participate in all Class and Take-Home Activities
- Complete a technology-integrated Project Portfolio
- Complete an evaluation of the training
- Participate in follow-up workshops

Do you agree? Then let the future begin!

Activity 2

Getting Acquainted (20 minutes)

Step 1: Introducing Yourself

Suggested time for Step 1:
10 minutes

During this step, have your participants briefly state their name, what they teach, class level, school, etc.

During this time, you will have the opportunity to introduce yourself and meet all the Program participants. On the lines below, you may want to list the key points you want to share about yourself, such as the class and subject you teach.

Key points to share:

Step 2: Getting to Know your Fellow Participants

Suggested time for Step 2:
5 minutes

During this activity, you will collect as many participants' signatures as you can. The object is to get to know others in your group by filling in as many squares as possible on the chart located on the following page. You will have ten minutes to circulate around the room and locate teachers who meet the specified criteria listed on the chart. Collect their signatures in the appropriate boxes.

After particiipating in the activity Getting to know your fellow participants, you may want to direct the participants to reflect on the following and make a notation at the bottom of this page:

1. Who besides the Master Trainer might be able to assist you (someone with superior technical skills, someone who teaches the same subject, and so forth)
2. With which other participants might you be able to collaborate?

Getting to Know your Fellow Participants

Directions: You will have ten minutes to try to fill as many squares as you can. As you circulate around the room, collect signatures from participants who meet the criteria listed in each box.

Your Name ____

Teaches the same class level	Teaches the same subject	Has taught fewer years	Has taught a greater number of years
Has always taught at the same school	Has access to computers in the school	Has access to the Internet at school	The school uses computers to keep track of student grades
Has a computer at home	Has access to the Internet at home	Has an e-mail address	Knows how to use a scanner
Wants to work with a team to create a Project Portfolio	Has been through a basic computer course before	Takes computer classes for school students	Has created/used teaching related course material on computers

Activity 3

Getting Started (2 hour, 10 minutes)

During this activity, you will create a Project Portfolio folder with subfolders where you will save your work. You will also view the Lesson Plan template and sample Project portfolios that show how computer technology can enhance student learning. Each Project Portfolio includes a lesson plan, samples of student projects, teacher support materials, and evaluation tools to assess student learning. After viewing these materials, you will begin to plan your own lesson components.

Step 1: Creating a Project Portfolio Folder

You will create subfolders within a main folder, called the Project Portfolio folder, to assist you in organizing and managing both your works-in-progress and your completed samples. All documents, publications, and presentations relating to your Project Portfolio will be saved in these folders so that you or others will be able to find them easily.

Giving students specific directory structures in which to save their files models an effective classroom management technique. This will allow you and your students to store and retrieve saved work in a logical and efficient manner.

If you want participants to save their work in an alternate location (such as a server), direct your participants to that location. To create the first folder, on the ***File*** menu, point to ***New***, and then click ***Folder***. Then continue with direction number 6.

Explain that files uploaded to a Web site must only contain materials that are allowed under copyright law. Guidelines and resources will be given later in the training. The ***copyright_permissions*** folder is for any e-mails or scanned letters they receive that give them permission to use copyrighted material in their student or teacher Web sites that they will create in the training.

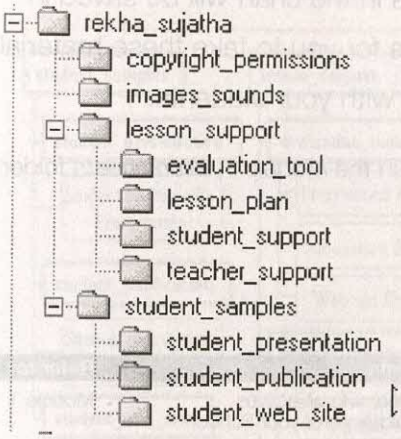
The following directions are for creating your Project Portfolio folder on the Windows* desktop.

1. Close all programs and return to your desktop.
2. Make certain that nothing on your desktop is selected (folders and programs are not highlighted).
3. Using the right mouse button, click once in the middle of the desktop to display a shortcut menu.

   Note: Use the right mouse button (called "right-clicking") for accessing shortcut menus. The rest of the time, use the left mouse button.
4. On the shortcut menu, point to ***New***, and then click ***Folder***.
5. A new folder appears on your desktop.
6. Rename the folder by typing your *first name* underscore your partner's first *name* (for example, rekha_sujatha). Press ***Enter***. If the ***New Folder*** text is not selected, right-click the folder, and then click ***Rename***.

   Note: This folder will be referred to as your Project Portfolio folder throughout this curriculum.
7. Double-click your Project Portfolio folder.
8. Within this folder, create four more folders in the same manner described above. Right-click inside the folder to display a shortcut menu. Point to ***New***, and then click ***Folder***.
9. Name the new folders:
   copyright_permissions
   images_sounds
   lesson_support
   student_samples
10. Double-click the ***lesson_support*** folder and create four folders within this folder named:
    evaluation_tools
    lesson_plan
    student_support
    teacher_support
11. Click the ***Back*** or ***Up*** button located below your menu bar to return to the top level of your Project Portfolio folder.

12. Double-click the ***student_samples*** folder, and then create three more folders within it named:
    student_presentation
    student_publication
    student_web_site



- rekha_sujatha
  - copyright_permissions
  - images_sounds
  - lesson_support
    - evaluation_tool
    - lesson_plan
    - student_support
    - teacher_support
  - student_samples
    - student_presentation
    - student_publication
    - student_web_site

Note: You can view your Portfolio folder in this manner by right-clicking the top-level of the Portfolio folder, then choosing ***Explore***. Click any plus signs (+) to view subfolders.

A Look at Your Project Portfolio

Participants might want to flag this page and/or page 1.11 to ensure they are completing the required Portfolio elements.

The following table represents your completed Project Portfolio. This graphical representation demonstrates when Project Portfolio elements are begun in a first-draft form. All items in the chart will be saved in your Project Portfolio folder. Our goal is for you to take these materials back to your classroom and use them with your students.

Note: This table is available as a worksheet in the *Module 1, Worksheets* folder on the Program CD-ROM.

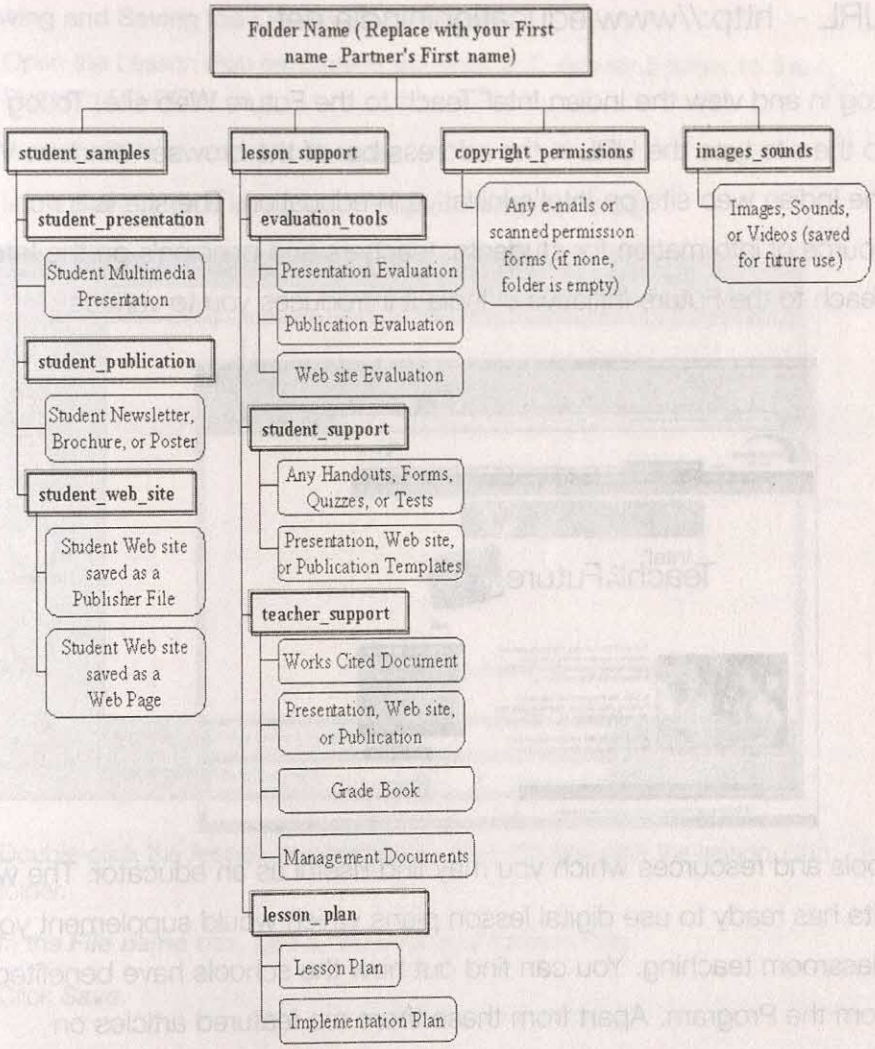
Project Portfolio Checklist

Completed	Project Portfolio Components	Refer to
	A Lesson Plan with student learning objectives aligned to the established guidelines of your School Examination Board	Module 1
	A Works Cited document(Bibliography/References)	Module 4
	A student presentation sample	Module 6
	A presentation evaluation tool for assessing student learning	Module 7
	A student publication sample (newsletter or brochure)	Module 8
	A publication evaluation tool for assessing student learning	Module 9
	A student Web site sample	Module 10
	A Web site evaluation tool for assessing student learning	Module 11
	Handouts, forms, templates, or tests to support student learning	Module 12
	A student grade book	Module 13
	A teacher presentation, newsletter, brochure, or Web site to support your Lesson	Module 14
	A Lesson implementation plan	Module 15
	Classroom management documents	Module 15

Your completed Project Portfolio will have the following folders (with the black border) and files (in the oval boxes):

Participants might want to flag this page to track their file names.

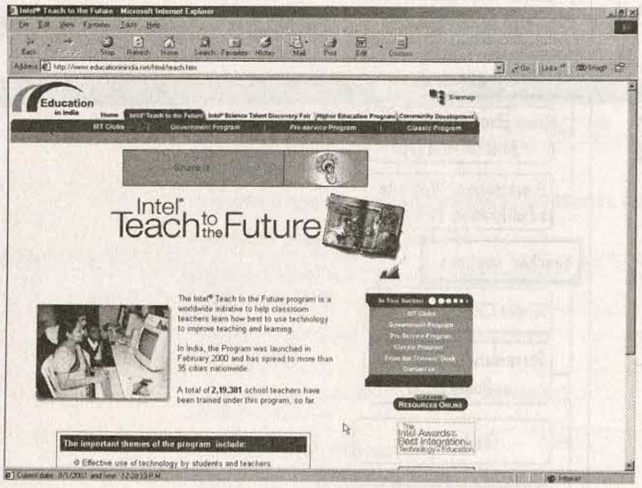
Explain that throughout the training, teachers will be conducting peer reviews on the products they create.


Folder Name (Replace with your First name_ Partner's First name)
student_samples
student_presentation
Student Multimedia Presentation
student_publication
Student Newsletter, Brochure, or Poster
student_web_site
Student Web site saved as a Publisher File
Student Web site saved as a Web Page
lesson_support
evaluation_tools
Presentation Evaluation
Publication Evaluation
Web site Evaluation
student_support
Any Handouts, Forms, Quizzes, or Tests
Presentation, Web site, or Publication Templates
teacher_support
Works Cited Document
Presentation, Web site, or Publication
Grade Book
Management Documents
lesson_plan
Lesson Plan
Implementation Plan
copyright_permissions
Any e-mails or scanned permission forms (if none, folder is empty)
images_sounds
Images, Sounds, or Videos (saved for future use)

Step 2: Viewing the Indian Intel® Teach to the Future Web Site

URL - http://www.educationinindia.net

Log in and view the Indian Intel® Teach to the Future Web site. To log in to the site type the URL in the address bar of the browser window. View the Indian web site on Intel's Initiative in education. The site is a rich source of information for students, teachers and principals on the Intel Teach to the Future Initiative in India It introduces you to various tools and resources which you may find useful as an educator. The web site has ready to use digital lesson plans which would supplement your classroom teaching. You can find out how the schools have benefited from the Program. Apart from these there are featured articles on educational issues and reports on regularly organized events.


Intel® Teach to the Future - Microsoft Internet Explorer
Address http://www.educationinindia.net/html/teach.htm
Education in India
Sitemap
Home
Intel® Teach to the Future
Intel® Science Talent Discovery Fair
Higher Education Program
Community Development
MT Clubs
Government Program
Pre-service Program
Classic Program
Intel® Teach to the Future
In This Section
RESOURCES ONLINE
The Intel Awards for Best Integration of Technology in Education

The Intel® Teach to the Future program is a worldwide initiative to help classroom teachers learn how best to use technology to improve teaching and learning.

In India, the Program was launched in February 2000 and has spread to more than 35 cities nationwide.

A total of **2,19,301** school teachers have been trained under this program, so far.

The important themes of the program include:

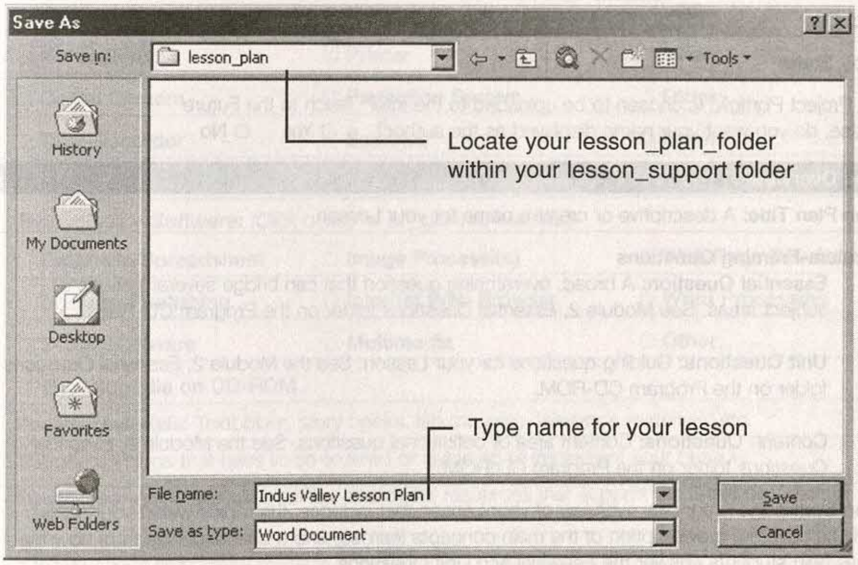
- Effective use of technology by students and teachers

Step 3: Viewing the Lesson Plan Template

Inform your participants that in Step 3, they will simply be saving their Lesson Plan for future use – and not entering any information at this time. However, briefly explain the various Lesson Plan sections on pages 1.14–1.15 so your participants will be familiar with the lesson plan contents.

Viewing and Saving the Lesson Plan Template

1. Open the Lesson Plan template in the *Module 1, Activity 3* folder on the Program CD-ROM.
2. From the ***File*** menu,select ***Save as***.
3. In the ***Save in box,*** locate your ***Project Portfolio Folder.***



Save in: lesson_plan

File name: Indus Valley Lesson Plan

Save as type: Word Document

Locate your lesson_plan_folder within your lesson_support folder

Type name for your lesson

4. Double-click the ***lesson_support*** folder, then double-click the lesson_plan folder.
5. In the ***File name*** box, type a name for your Lesson Plan.
6. Click ***Save***.

Look over the Lesson Plan template below. Note the explanations in the fields that you will be required to complete.

Lesson Plan Template

Lesson Author
First and Last Name:
School Name:
School City:
School State:
If your Project Portfolio is chosen to be uploaded to the Intel® Teach to the Future database, do you want your name displayed as the author? ☐ Yes ☐ No
Lesson Overview
Lesson Plan Title: A descriptive or creative name for your Lesson.
Curriculum-Framing Questions **Essential Question:** A broad, overarching question that can bridge several lessons or subject areas. See Module 2, *Essential Questions* folder on the Program CD-ROM. **Unit Questions:** Guiding questions for your Lesson. See the Module 2, *Essential Questions* folder on the Program CD-ROM. **Content Questions:** Content area or definitional questions. See the Module 2, *Essential Questions* folder on the Program CD-ROM.
Lesson Summary: A concise overview of your Lesson that includes: the topics within your subject that will be covered, a description of the main concepts learned, and a brief explanation of how the activities help students answer the Essential and Unit Questions.

Subject Area(s): Click box(es) of all subject(s) that your Lesson targets		
☐ **Mathematics**	☐ **Science**	☐ **Art**
☐ **Economics**	☐ **Regional Language**	☐ **Other:**
☐ **Statistics**	☐ **Physical Education**	☐ **Other:**
☐ **Business Administration**	☐ **Computer Science**	☐ **Other:**
☐ **Music**	☐ **Commerce**	
☐ **Language Arts**	☐ Environmental **Studies**	
☐ **Social Studies**	☐ **Home Science**	

Class : Click box(es) of all class(es) that your Lesson targets		
☐ **Junior Kindergarten**	☐ **Senior Kindergarten**	
☐ **1-4**	☐ **5- 8**	☐ **9 - 10**
☐ **11 - 12**	☐ **Resource**	
☐ **Gifted and Talented**	☐ **Others:**	

School Examination Board Guidelines:
A list of your School Examination Board guidelines that are addressed in your lesson .
Student Objectives and Learning Outcomes:
A prioritized list of content objectives that students will master by the end of your Lesson.

Procedures:

A clear picture of the instructional cycle. A description of the scope and sequence of student activities and an explanation of how these activities will engage the students in planning for their own learning.

Approximate Time Needed:

Example: Eight 45-minute class periods, 6 weeks, 3 months, etc.

Prerequisite Skills:

Conceptual knowledge and technological skills that students must have to begin this Lesson.

Materials and Resources

Technology – Hardware: *(Click boxes of all equipment needed.)*

☐ Camera	☐ Television	☐ VCR
☐ Computer(s)	☐ Printer	☐Other:
☐ Digital Camera	☐ Projection System	☐ Other:
☐ Tape Recorder	☐ Scanner	☐ Other:
☐ Internet Connection	☐ Video Camera	

Technology – Software: *(Click boxes of all software needed.)*

☐ Database/Spreadsheet	☐ Image Processing	☐ Web Page Development
☐ Desktop Publishing	☐ Internet Web Browser	☐ Word Processing
☐ E-mail Software	☐ Multimedia	☐ Other:
☐ Encyclopedia on CD-ROM		

Printed Materials: Textbooks, story books, lab manuals, reference materials, etc.

Supplies: Things that have to be ordered or gathered to implement your Lesson.

Resources: Web addresses (URLs) and digital resources that support the implementation of your Lesson.

Others: Guest speakers, mentors, field trips, etc.

Accommodations to support different levels of learners in your classroom

Resource Student: Modified requirements, instruction and assessment, extended work time, guiding templates, support structures, and personnel.

Gifted Student: More challenging tasks, extensions that require in-depth uncoverage, extended investigation in related topics of the learner's choice, open-ended tasks or projects.

Student Assessment:

A description about how the assessments are conducted. The context and specific procedures for evaluating student learning. Assessment could occur through interview, observation, journals, essays, quizzes, tests, and final products. Assessments can be conducted by the teacher, peers, and/or the students themselves.

Key Word Search:

Key words include common phrases terms topics, and vocabulary that are important to your Lesson.

Do not shorten or skip this step. It is important for your participants to see a variety of complete Project Portfolios in order to understand what they will be creating throughout this training.

Step 4: Viewing Sample Project Portfolios

1. View sample lessons located in the *Sample Project Portfolios* folder on the Program CD-ROM.
2. As you browse through these lessons, focus on how technology is used to enhance student learning.

List ideas that you may want to incorporate into your own Lesson.

Re-Learning by Design's Task & Unit Design Samples and Resources

1. If you are interested in viewing other lesson ideas that focus on higher-level thinking skills, visit: ***http://www.relearning.org/resources/PDF/task_sampler.pdf***

Note: You must have Adobe* Acrobat* Reader installed on your computer to view this Web page.

2. Peruse the student project summaries.

List ideas that you may want to incorporate into your own Lesson.

TAKE-HOME ACTIVITY (10-minute overview)

Be sure to go over the Take-Home Activity with participants.

You may want to encourage your participants to review Module 2 prior to the next session so that they know what to expect and are prepared for the activities.

Reflection Log

Step 1: Pondering over the reflective questions.

During this activity, you will reflect on a few questions and make your entries in the "Reflection Log". The "Reflection Log" is a tool which helps one to evaluate the process of learning. This evaluation is useful to both the trainer who is training as well as the participant who is undergoing the training. Based on the evaluation the trainers and the participants can make necessary changes in the process of learning and teaching in the various steps of the training program.

To begin with, reflect on the following question:

- What expectations do you have of this training program?

Step 2: Enter your reflections in the Reflection Log.

After you reflect on the above question write down your thoughts in the Reflection Log.

Note: The Reflection Log sheets are available after Module 17 in the Curriculum Binder.

Notes:

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ACTIVITIES

Activity 1: Understanding the Project Portfolio Evaluation Scheme (20 minutes)

View: Project Portfolio Evaluation Scheme.

Activity 2: Beginning the Planning Process (1 hour 30 minutes)

Understand: Promoting Higher-Level Thinking Skills.

Create: Essential and Unit Questions.

Plan: Your Lesson

Activity 3: Thinking about Your Project Portfolio (30 minutes)

Brainstorm: Ways to incorporate technology in your Project Portfolio.

Activity 4: Evaluating a Sample Project Portfolio (30 minutes)

Evaluate: Project Portfolio.

TAKE-HOME ACTIVITIES (10 minutes)

Activity 1: Exploring Essential and Unit Questions

Read: Selection on Essential and Unit Questions.

Revise: Essential and Unit Questions.

Activity 2: Think about your Lesson Ideas

Think: About your Lesson Ideas

Activity 3: Locating Curricular Resource Materials

Locate: Textbooks, samples of your student work, and other curricular resource materials to assist in portfolio development.

Activity 4: Reflective Thinking

Ponder: Over the Reflective Questions.

Enter: Your reflections in the Reflection Log.

ACTIVITIES

Activity 1

Viewing and Understanding Project Portfolio Evaluation Scheme (20 minutes)

1. The Project Portfolio Evaluation Scheme is located on the following page, but it is also available in the *Module 2, Activity 1* folder on the Program CD-ROM.
2. As you read through the Project Portfolio Evaluation Scheme, focus on how you might create a lesson plan that meets all of the criteria in the evaluation scheme's *Excellent* column.
3. Refer to the Project Portfolio Evaluation Scheme often as you develop your Lesson.

INTEL® TEACH TO THE FUTURE

Project Portfolio Evaluation Scheme

If teachers are planning on having their students complete multiple student projects (presentation, Web page, publication) that target different learning objectives, each project does not need to meet every element of this evaluation scheme, but by the end of the Lesson, all elements should be met.

	Excellent	Fair	Poor
Integration of Technology	• Proposed technology use is engaging, age appropriate, beneficial to student learning, and supportive of higher-level thinking skills. • Technology is integral to the success of the Project. • A clear relationship between the use of technology and student learning is exhibited by the student samples. • Use of technology enhances the Project by using the computer as a research tool, a publishing tool, and a communication device.	• Proposed technology use is engaging and age appropriate, but it is unclear as to how it enhances student learning. • Technology is important, but not integral, to the Project. • A limited relationship between the use of technology and student learning is exhibited by the student samples. • Use of technology is limited to using the computer as a research tool, a publishing tool, or a communication device.	• Proposed technology is not age appropriate, nor engaging, and does not enhance student learning. • Importance of technology to the Project is unclear. • No relationship between the use of technology and student learning is exhibited by the student samples. • Project does not take advantage of research, publishing, and communication capabilities.
Student Learning	• Project requires students to interpret, evaluate, theorize, and/or synthesize information. • Targeted learning objectives are clearly defined, well articulated, and supported by the Essential and Unit Questions. • Student samples address the Essential Question in a meaningful way. • All learning objectives clearly align with the established guidelines of the School Examination Board. • Project has well-defined accommodations to support different levels of learners in the classroom.	• Project requires students to analyze and apply information, solve problems, and/or make conclusions. • Targeted learning objectives are defined and moderately supported by the Essential and Unit Questions. • Student samples moderately address the Essential Question. • Some learning objectives align with the established guidelines of the School Examination Board. • Project offers minimal accommodations to support different levels of learners in the classroom.	• Project requires students to define, identify, describe, and/or summarize. Very little higher-level thinking is required. • Targeted learning objectives are vague and not clearly supported by the Essential and Unit Questions. • Student samples do not address the Essential Question in a meaningful way. • Relationship between learning objectives and the established guidelines of the School Examination Board is unclear. • Project does not accommodate different levels of learners in the classroom.
Implementation	• Lesson Plan is a well-developed guideline for implementation. • Project Portfolio components are well-developed models for project implementation.	• Lesson Plan is an adequate guide for implementation, but some areas are unclear. • Project Portfolio components are complete, but lack detail to be effective models for project implementation.	• Lesson Plan lacks clarity and is not an effective guide for implementation. • Project Portfolio components are incomplete or unclear models for project implementation.
Student Assessment and Evaluation	• Instrument(s) for authentic assessment of all targeted objectives are included • A clear relationship is evident between learning objectives and assessment of student learning. • Assessment tools contain topic-specific criteria in order to serve as a helpful scaffold for students.	• Instrument(s) for assessment of most targeted objectives are included. • Some relationship is evident between learning objectives and assessment. • Assessment tools contain some topic-specific criteria, but may be unclear to students.	• Instrument(s) for assessment of targeted objectives are not included or the assessment(s) does not match the targeted objectives. • Relationship between objectives and assessment tool is unclear. • Assessment tools contain only general criteria.

Library
Calcutta
25/3, B. C. Ro

Activity 2

Beginning the Planning Process

(1hour 30 minutes)

Description: During this activity, you will begin to plan your Project Portfolio, beginning with the drafting of Curriculum-Framing Questions.

Step 1: Promoting Higher-Level Thinking Skills

It is very important to ensure that you are promoting higher-level thinking skills as you develop your Lesson Plan.

In 1956, Benjamin Bloom, a professor at the University of Chicago, shared his famous "Taxonomy of Educational Objectives". Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation.

1. View and briefly discuss the presentation on "Blooms' Taxonomy"

   Note: This presentation is available in Module 2, *Higher-Level Thinking* folder on the Program CD-ROM.

2. Focus on verbs based on Blooms' Taxonomy and plan out activities so as to challenge learners to move from lower to higher-order thinking.

   Note: The list of verbs based on Blooms' Taxonomy listed under Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation are available in Appendix section A.

Additional information and resources on higher-level thinking skills are available in the Module 2, Higher-Level Thinking Skills folder on the Program CD-ROM, or visit any of the following Web sites.

Note: For easy access (if you are connected to the Internet), this list of Web sites is available in the *Module 2, Web Sites* folder on the Program CD-ROM.

Higher Order Thinking Skills
http://www.covington.k12.tn.us/resources/word/hots1.htm

Higher Order Thinking Skills Question Templates
http://intranet.cps.k12.il.us/Standards/Programs_of_Study/Quellmalz_Framework_of_Thinking_Skills.pdf

What is higher order thinking?
http://www.selu.edu/Academics/Education/TEC/think.htm

Critical Thinking & Problem Solving Skills
http://falcon.jmu.edu/~ramseyil/critical.htm

Step 2: Asking the Right Questions

Curriculum-Framing Questions are important components of the Intel Teach to the Future Lesson Plan and are composed of an Essential question and Unit Questions. These questions encourage students to use higher-level thinking skills, help students fully understand essential concepts and provide a structure for organizing factual information. Content Questions are important support questions for the Curriculum-Framing Questions.

Content Questions are those that require students to answer fact-based, concrete questions that have a narrow set of correct answers. Often these are questions that relate to definitions, identifications, general recall of information-those questions you would typically find on a test. Because the best Curriculum-Framing Questions demand that students have a strong understanding of Content questions, your Essential and Unit Questions will drive the content and strategies for your entire Project Portfolio.

The Essential Question for the Intel Teach to the Future program is:

> ***How can technology be used as a tool for learning and not an end in itself?***

Note: You will receive more information about Essential and Unit Questions in the Take-Home Activity for this module.

Samples of Essential, Unit and Content Questions

Essential Question	Unit Questions	Content Questions
How can I make a difference?	What can our school do to help save an endangered species?	What makes a species endangered? Name some endangered species?
How does the environment affect me?	How do our lives change with the seasons? What is it like right now in other parts of the world?	What are the names of the seasons? How can we tell that the seasons are changing? How are the seasons different? What causes seasons?
Does science make our lives better?	How do machines make life easier? What changes when human work is automated?	What is a simple machine? What is a composite machine? What is the definition of force, motion, and work?
What are our personal responsibilities to the people and world around us?	Why protect the environment? Does the way we dispose of our waste matter? Is recycling worth it?	How much can you get from recycling? What is the recycling cycle? What happens to things we recycle?

Understanding Essential, Unit, and Content Questions

Suggested time for presentation and practice questions: 30 minutes.

- 5 minutes for presentation
- 10 minutes for group brainstorming/ sharing
- 15 minutes for group brainstorming/ sharing on multiple questions

1. View and briefly discuss the presentation on Essential and Unit Questions.

   Note: This presentation is available in the Module 2, *Essential Questions* folder on the Program CD-ROM.

2. Open the "Brainstorming Questions" document from the *Module 2, Activity 2* folder on the Program CD-ROM.
3. Brainstorm with one or two people to complete the first set of Essential, Unit, and Content Questions.
4. Share and discuss the questions with the whole group.
5. Pick any other two to three sets of questions and fill in the blanks with your own questions.
6. Share your ideas with one other group.

Brainstorming Your Own Questions

Suggested time for brainstorming one's own questions and sharing: 25 minutes.

- 10 minutes for brainstorming
- 15 minutes for small group sharing

1. What is a curricular topic you currently teach that would benefit from technology integration?

   ____

2. In the table below, brainstorm individually to create several Essential, Unit, and Content Questions that could become the basis of your Project Portfolio. At this point, don't worry about whether your questions are good or how they will work in a classroom, but try to come up with a variety of questions that will stimulate student interest. (A larger brainstorming area is also available on page 2.08.)

Draft Essential Questions	Draft Unit Questions	Draft Content Questions

Note: This table is available as a worksheet in the *Module 2, Worksheets* folder on the Program CD-ROM. To save the worksheet, press ***Ctrl-S***, then click ***OK*** at the prompt. Open an appropriate folder location. Name the file and click ***Save***.

3. Share your questions with a small group. Use the feedback you receive to refine your questions. Consider the following guiding principles throughout this activity:
   - An Essential Question goes to the heart of the discipline.
   - Essential and Unit Questions have no one, obvious right answer.
   - Essential and Unit Questions are framed to provoke student interest.
   - Unit Questions are student-friendly and use age-appropriate language.**
   - Content Questions are more fact-based, concrete questions
4. From your feedback, write down your best questions.

Essential Question
Unit Question(s)
Content Questions

Note: This is not your final opportunity to revise your questions. You can choose to revise these questions during the Take-Home Activity for Module 2, as well as throughout the following modules.

**Adapted from Understanding by Design by Grant Wiggins and Jay McTighe, ASCD.

Step 3: Planning Your Lesson

During this step, you will be mapping out the basics of your Lesson Plan. Remember that this is just a starting point. You will be modifying your Lesson Plan throughout the future modules. You will be typing this information into your Lesson Plan in the next module.

1. What is your Lesson about?

What topics within your subject will be covered? Give a brief description of the main concepts you want your students to learn during this Lesson.

2. **What is your School Examination Board? What guidelines in your syllabus does your Lesson target?**

Note: The CBSE Syllabus is available within the *Resources, CBSE Syllabus* folder on the Program CD-ROM.

3. **What are the learning objectives for your lesson?**

urther explain what is meant by argeted." Give examples.

From the prescribed curriculum for your class, create a few targeted learning objectives for your Lesson. "Targeted Learning Objectives" refer to those content objectives that students will master by the end of your Lesson. You should focus on a few targeted objectives, rather than create a long list of those that are simply touched upon. Include objectives that focus on learning concepts, rather than the technology skill.

Note: You will be revisiting this section of your Lesson Plan as your objectives become clearer in the following modules. You do not need to have all of your objectives identified at this time.

4. **What are your Curriculum-Framing Questions?**

   Considering the syllabus guidelines and objectives you have selected, determine whether you need to revise your Curriculum-Framing Questions from page 2.08. Write your Questions below.

   Essential Question:

   Unit Question(s):

5. **What would be a good title for your Lesson?**

   Brainstorm a possible title for your Lesson (for example, *Egyptian Mummies, Saving the Rain Forest, Exploring the Cardiovascular System, Connecting Mathematics with My World, Conservation of our Forests and Wild life, Tricky Triangles*).

Step 4: Designing your Lesson Backwards

Instead of looking at the student projects and the technology that will be used as the starting point, begin with the established guidelines of your school examination board, learning objectives, evaluation and then plan activities

1. View and briefly discuss the presentation on Backward Design.

Note: This presentation is available in the Module 2, *Backward Design* folder on the Program CD-ROM.

For more information on creating lesson plans that focus on curricular objectives, visit:

Are the Best Curricular Designs "Backward?"
http://www.ubdexchange.org/resources/news-articles/backward.html

Activity 3

Thinking About Your Project Portfolio

(30 minutes)

Step 1: Brainstorming the Purpose and Content of Student Projects

Directions: During this activity, you will brainstorm ways to integrate technology into your Lesson. You may want to review the *Sample Project Portfolios* on the Program CD-ROM for additional ideas on how different technology tools can be used to create the various elements of a Project Portfolio. How will you integrate technology into your Lesson Plan so that your students will effectively use the computer as a research tool, a publishing tool, and a communication device? Think about the strengths of each technology tool and the type of content that would be best served by each.

Presentation:	Oral presentation to an audience; short sentences or incomplete sentences; various multimedia elements (possibly images, sound, video, hyperlinks to Web sites or other files)
Publication: *(Newsletter or Brochure)*	Text-oriented, full sentences, meant to be read by one person at a time, combination of text and images, possibly charts and graphs
Web Site:	Publication of current information or research, communication with a worldwide audience, gathering of information through data collection polls

In preparation for future modules, consider what types of resources – Internet, electronic encyclopedias, and print resources – that you and your students will need in order to complete your Lesson. What type of content do you expect to develop for each Portfolio element?

Important: This is a "first draft" of ideas. As you complete the following modules, the purpose and content of your Project Portfolio elements will become clearer. This activity is simply a starting point to *begin* thinking about the purpose and content of the elements in your Project Portfolio. Most likely, these initial ideas will continue to evolve throughout the following modules.

Note: If you prefer to type your answers, a worksheet is available in the *Module 2, Worksheets* folder on the Program CD-ROM. To save the worksheet, press ***Ctrl-S***, then click ***OK*** when prompted. Open an appropriate folder location. Name the file and click ***Save***.

Research – Internet, Electronic Encyclopedia, Print Resources

Purpose and Content:

Resources needed:

Student Multimedia Presentation

Purpose and Content:

Resources needed:

Student Newsletter or Brochure

Purpose and Content:

Resources needed:

Student Web Site

Purpose and Content:

Resources needed:

Documents to support your students (handouts, worksheets, guidelines, templates, tests, etc.)

Purpose and Content:

Resources needed:

E-mail

Who would participate:

Purpose and Content:

Resources needed:

Teacher Presentation, Web Site, or Newsletter

Purpose and Content:

Resources needed:

Other

Purpose and Content:

Resources needed:

Activity 4

Evaluating a Sample Project Portfolio (30 minutes)

1. Select a project portfolio from the Sample Project Portfolio folder located on the Program CD-ROM.
2. Evaluate the selected portfolio using the Project Portfolio Evaluation Scheme.
3. List out ideas for revising the portfolio so that it meets all of the criteria in the excellent column.

TAKE-HOME ACTIVITIES (10-minute overview)

Be sure to go over the Take-Home Activities with participants.

You may want to encourage your participants to review Module 3 prior to the next session so that they know what to expect and are prepared for the activities.

Activity 1

Exploring Essential and Unit Questions

Step 1: Reading Additional Background Information on Essential and Unit Questions

During this activity, you will read an excerpt from *Understanding by Design* by Grant Wiggins and Jay McTighe about Essential and Unit Questions. Then you will have a chance to revise your current Essential and Unit Questions, if you wish.

Questions: Doorways to Understanding**

How do we more deliberately and practically design units and courses to develop student understanding? How might we take a mass of content knowledge and shape it to engage and focus student inquiry? One key design strategy is to build curriculum around the questions that gave rise to the content knowledge in the first place, rather than simply teaching students the "expert" answers found in textbooks. Without asking and pursuing such overarching questions, the student is confronted with a set of disconnected activities, resulting in minimal understanding of important ideas. Without such questions to focus instruction, teaching easily falls into superficial and purposeless coverage.

** "Understanding by Design Handbook," Grant Wiggins and Jay McTighe; Alexandria, VA. Association for Supervision and Curriculum Development © 1998 ASCD. Reprinted with permission. All rights reserved.

What types of questions might guide our teaching and engage students in uncovering the important ideas at the heart of each subject? Given the content found in a textbook – the answers to be learned – what is an important question for which the textbook provides an answer? For instance if "balance of powers" (a core idea) is the answer, then what are some questions that give rise to it? Were there other answers that once seemed plausible but turned out to be less useful or correct? For the balance of power example, such a question might be: What structure of government best suits the fact that "all men are not angels" (to quote the *Federalist Papers*)?

Not just any question will do. Consider the following questions and notice how they differ from those typically posed during daily lessons and in textbooks:

- Is there enough to go around (e.g., food, clothes, water)?
- Is history a history of progress?
- Does art reflect culture or shape it?
- Are mathematical ideas inventions or discoveries?
- Must a story have a beginning, middle, and end?
- When is a law unjust?
- Is gravity a fact or a theory?
- What do we fear?
- Is biology destiny?

These types of questions cannot be answered satisfactorily in a sentence – and that's the point. To get at matters of deep and enduring understanding, we need to use provocative and multilayered questions that reveal the richness and complexities of a subject. We refer to such questions as "essential" because they point to the key inquiries and the core ideas of a discipline.

Essential questions may be characterized by what they do:

- ***Go to the heart of a discipline.*** Essential questions can be found in the most historically important and controversial problems and topics in various fields of study: Is a "good read" a great book? Was arithmetic an invention or a discovery? Is history always biased?
- ***Recur naturally throughout one's learning and in the history of a field.*** The same important questions are asked and re-asked as an outgrowth of the work. Our answers may become increasingly sophisticated, and our framing of the question may reflect a new nuance, but we return again and again to such questions.
- ***Raise other important questions.*** They invariably open up a subject, its complexities, and its puzzles; they suggest fruitful research rather than lead to premature closure or unambiguous answers.

Experience has shown that an essential question may not always serve as a fruitful doorway into a specific topic, despite the questions overarching and provocative nature. The question may simply prove to be too global, abstract, or inaccessible for students (e.g., Is biology destiny?). Thus more specific questions are often needed to introduce and guide the work of a particular unit of study.

We find it helpful to distinguish between two types of curriculum-framing questions: *Essential* questions and *Unit* questions. Unit questions are more subject- and topic-specific, and therefore better suited for framing particular content and inquiry, leading to the often more subtle essential questions. The differences in specificity are illustrated by the examples [below].

Essential Question	Unit Question
Must a story have a moral, heroes, and villains?	Is Huck Finn a hero?
How does an organism's structure enable it to survive in its environment?	How do the structures of amphibians and reptiles support their survival?
Who is a friend?	Are Frog and Toad true friends? Has it been true in recent U.S. history and foreign affairs that "the enemy of my enemy is my friend"?
What is light?	How do cats see in the dark? Is light a particle or a wave?
Do we always mean what we say and say what we mean?	What are sarcasm, irony, and satire? How do these genres allow us to communicate without saying what we mean?
Is U.S. history a history of progress?	Is the gap between the rich and poor any better now than it was 100 years ago? Do new technologies always lead to progress?

Unit questions such as those in the previous table:

- ***Provide subject- and topic-specific doorways to essential questions.*** Unit questions frame a specific set of lessons; they are designed to point to and uncover essential questions through the lens of particular topics and subjects. For example, Is science fiction great literature? is a Unit question that guides inquiry in a specific literature course. Are "good reads" great books? is an essential question that the entire English/Language Arts faculty in a district or school would address.
- ***Have no one obvious "right" answer.*** Answers to Unit questions are not self-evidently true. Unit questions open up and suggest important multiple lines of research and discussion; they uncover rather than cover up the subject's controversies, puzzles, and perspectives. They serve as discussion starters and problem posers, rather than lead toward "the" answer the teacher wants.
- ***Are deliberately framed to provoke and sustain student interest.*** Unit questions work best when they are designed to be thought provoking to students. Such questions often involve the counter intuitive, the thought provoking, and the controversial as a means of engaging students in sustained inquiries. They should be sufficiently open to accommodate diverse interests and learning styles and allow for unique responses and creative approaches – even ones that the teacher had not considered.

It is important to note that the distinctions between essential and Unit questions are not categorically pure, not black and white. Instead, they should be viewed as residing along a continuum of specificity as shades of gray. The point is not to quibble about whether a given question is an essential or a unit question, but rather to focus on its larger purposes – to frame the learning, engage the learner, link to more specific or more general questions, and guide the exploration and uncovering of important ideas.

Additional examples and information on Essential and Unit Questions are available in the *Module 2, Essential Questions* folder on the Program CD-ROM, or visit any of the following Web sites:

Be sure to let your participants know that these URL's are available on the Program CD-ROM for easy access.

Note: For easy access (if you are connected to the Internet), this list of Web sites is available in the *Module 2, Web Sites* folder on the Program CD-ROM.

Using the Internet to Promote Inquiry-Based Learning
http://www.biopoint.com/inquiry/ibr.html

Summer Technology Institute: Essential Questions
http://www.washington.edu/uwired/outreach/teched/using/mod2less2quest.html

Creating Essential Questions
http://www.galileo.org/tips/essential_questions.html

Essential Questions
http://mathstar.nmsu.edu/exploration1/unit/content_questions.html

New Haven Public Schools' Library Power Summer Institute: Collaborative Projects
http://www.nhps.net/scsu2/lsc524.htm

Research Papers: Asking Essential Questions and Good Supporting Questions Makes the Effort More Than a Game of Trivial Pursuit™
http://www.standrews.austin.tx.us/library/ResearchPaper.htm

The question is the answer. Creating Research Programs for An Age of Information
http://questioning.org/Q6/question.html

Francis W. Parker Charter Essential School: Curriculum Assessment School-Wide Essential Questions
http://www.parker.org/CurriculumAssessment/curriculum.htm

AccNo- 15980

Step 2: Reviewing Your Essential and Unit Questions

Review your Essential and Unit Questions from page 2.11 . If you choose to revise your questions, write your new questions below.

Revised Essential Question	Revised Unit Questions

Activity 2

Think about your Lesson Ideas

In Module 3, you will share your Lesson ideas with your colleagues. You may want to write some thoughts here in preparation. Some of these answers may already be written on pages 2.9 through 2.11.

1. What class level and subject area do you teach?

2. What is the title of your Lesson?

3. Briefly, what is the topic of your Lesson?

4. **What are your Curriculum-Framing Questions?**

Essential Question:

Unit Question(s):

Activity 3

Locating Curricular Resource Materials

Before the next training session, collect reference materials that could be utilized for the Project Portfolio (for example - textbooks, curricular support materials, class level expectancies, established guidelines of your School Examination Board, samples of student work, etc.) that will help you develop your Lesson Plan. Bring these materials with you to the next training session to assist in the development of your Project Portfolio.

Prepare a list of items you will need to collect.

Activity 4

Reflection Log

Step 1: Pondering over the reflective questions.

To begin with, reflect on the following questions:

- How would Essential and Unit questions help your students' learning?

- On your chosen topic, compare the "new" questions that promote higher level of thinking with the "old" ones you have been asking till date. List out the differences keeping in mind "Blooms Taxonomy".

Step 2: Enter your reflections in the Reflection Log.

After you reflect on the above questions write down your thoughts in the Reflection Log .

Note: The Reflection Log sheets are available after Module 17 in the Curriculum Binder.

Notes:

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GROUP SHARE

Sharing Lesson Ideas (25 minutes)

Share: Your plans for your Lesson.

PEDAGOGICAL PRACTICES

Managing Students in a Lab (15 minutes)

Discuss: Best practices for managing student use of computers in a lab setting.

ACTIVITIES

Activity 1: Creating Your Lesson Plan (30 minutes)

Create: Create Your Lesson Plan

Activity 2: Creating "Introducing our Lesson" Presentations (1 hour, 10 minutes)

View: Sample presentations on the Program CD-ROM

Create: A multimedia presentation

Activity 3: Exploring Copyright Laws Related to Computer and Software Use (30 minutes)

Take: Copyright Quiz.

View: "Copyright Chaos" presentation.

Discuss: Copyright and Fair Use as it applies to the classroom.

TAKE-HOME ACTIVITY (10 minutes)

Reflective Thinking

Ponder: Over the Reflective Questions.

Enter: Your reflections in the Reflection Log.

GROUP SHARE (25 minutes)

Description: During this activity, you will share your ideas for your Lesson with your colleagues. You may want to refer to your notes from page 2.23.

1. What class level and subject area do you teach?
2. What is the title of your Lesson?
3. Briefly, what is the topic of your Lesson?
4. What are your Curriculum-Framing Questions?

List ideas from your colleagues which could be modified for your Lesson. Note others who are completing a similar lesson.

PEDAGOGICAL PRACTICES (15 minutes)

Description: Monitoring students in a lab with twenty or more computers may require management strategies different from those used in a regular classroom setting. Discuss the best practices for managing student use of computers in a lab setting.

List potential problems and discuss possible strategies that can be used to prevent or solve each problem.

Potential Problems	Strategies

Be sure to open Word to a blank document, and not the Lesson Plan Template, when customizing toolbars and menus.

You can explain to participants that you are having them change these options so that everyone sees the same menus and toolbars. Having consistent menus is helpful for group instruction.

Important: Do not skip this section on how to customize the toolbars and menus.

Activity 1

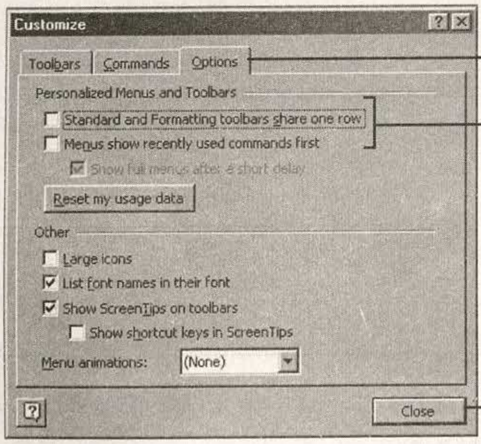
Creating your Lesson Plan (30 minutes)

Starting Microsoft* Word

1. Click the ***Start*** button, point to ***Programs***, and then click ***Microsoft Word***.
2. Word will open to a blank document.

Customizing Toolbars and Menus:

1. On the ***View*** menu, point to ***Toolbars***, and then make sure that ***Standard*** and ***Formatting*** are checked.
2. Change your toolbar viewing so that all menu options appear and are not hidden: On the ***View*** menu, point to ***Toolbars***, and then click ***Customize***.



Personalized Menus and Toolbars

☐ Standard and Formatting toolbars share one row

☐ Menus show recently used commands first

☑ Show full menus after a short delay

Other

☐ Large icons

☑ List font names in their font

☑ Show ScreenTips on toolbars

☐ Show shortcut keys in ScreenTips

Menu animations: (None)

Click the *Options* tab

Clear the *Standard and Formatting Toolbars share one row* and *Menus show recently used commands first* check boxes

Click *Close*

3. Click the ***Options*** tab. Clear the ***Standard and Formatting toolbars share one row*** and ***Menus show recently used commands first*** check boxes.
4. Click ***Close***.

Modifying Your Lesson Plan

The following gives instructions on how to add the Lesson summary, Learning objectives, Essential and Unit Questions, Lesson title and subject/class level to your Lesson Plan.

1. On the ***File*** menu, click ***Open***. Locate your Lesson Plan, which is located in your ***Portfolio folder***, within the ***lesson_support*** subfolder, and within the ***lesson_plan*** subfolder.
2. **Title:** From page 2.11, type a possible title for your Lesson in the appropriate section of your Lesson Plan.
3. **Curriculum-Framing Questions:** From page 2.11, type your Essential and Unit Questions in the appropriate section of your Lesson Plan.
4. **Lesson Summary:** From page 2.9, type the list of topics within your subject that will be covered. Type a brief description of the main concepts you want your students to learn during this lesson and a brief explanation of the how the activities would help the students answer the Essential and Unit questions .
5. **Subject Area(s):** In your Lesson Plan, click the appropriate boxes to select the subject area(s) that your Lesson targets.
6. **Class level(s):** In your Lesson Plan, click the appropriate boxes to select the class level(s) that your Lesson targets.
7. **School Examination Board:** From page 2.10, type your School Examination Board and also the targeted guidelines in your syllabus which would be addressed in your lesson.
8. **Learning Objectives:** From your list on page 2.10, type your targeted learning objectives in the appropriate section of your Lesson Plan.

7. On the ***File*** menu, click ***Save***.

Activity 2

Creating "Introducing Our Lesson" Presentation (1 hour, 10 minutes)

Description: During this activity, you will use Microsoft* PowerPoint* to create a simple multimedia presentation that allows you to introduce yourself and your lesson to the group. You will share how you currently use computers in your classroom, plans for your Lesson(including the targeted objectives and curricular-framing questions), and what you would like to learn during this training.

By assembling this information in a multimedia presentation, you will learn basic skills for creating other materials for your Project Portfolio. By sharing your finished presentation with others in the group, you are likely to discover common ground, including ideas for your Lesson.

Step 1: Viewing Sample Presentations

View the sample multimedia presentations located in the Module 3, Activity 2 folder on the Program CD-ROM.

Step 2: Planning the Content

1. Use the storyboard (planning format) on the following page to plan your multimedia presentation.
2. Your presentation should consist of six slides that include the following:
    - What subject(s) and class level(s) you teach and where
    - How you currently use computers in your classroom
    - Your topic
    - Your targeted learning objectives
    - Your curricular-framing questions
    - What you want to learn during this training
3. Organize the above information as slides for your multimedia presentation.
4. Consider the design and layout of each slide. Decide which graphics, charts, and text you would like to include.

Step 3: Creating a Storyboard (Planning Format)

Multimedia projects such as this presentation require careful planning and preparation. Begin the process by creating a storyboard to help you establish the general content and design of your presentation. Make your storyboard visual by drawing rough sketches that will support your presentation. Later, select enhancements to increase the effectiveness of your content.

Use the storyboard (planning format) to organize your presentation.

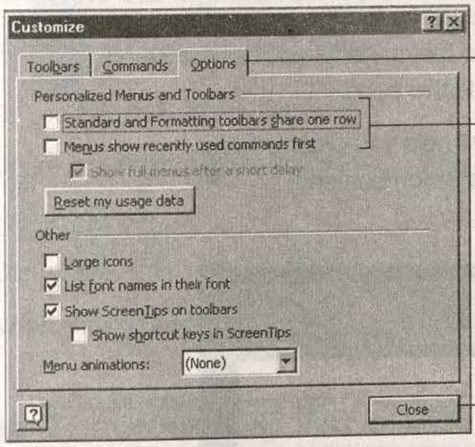
What subject(s) and class(es) we teach and where	How do we use computers in class
Our Lesson topic	Targeted learning objectives
Curriculum-Framing Questions: • Our Essential Question •Our Unit Question	What we would like to learn

Step 4: Beginning a Multimedia Presentation

1. Click the ***Start*** button, point to ***Programs***, and then click ***Microsoft PowerPoint***.
2. Click ***Blank presentation***, and then click ***OK***.
3. Click the ***Title Slide*** (the one in the upper left corner). Click ***OK***.
4. PowerPoint displays the blank title slide in Normal view.

Customizing Toolbars and Menus:

1. On the ***View*** menu, point to ***Toolbars***, and then make sure that ***Standard*** and ***Formatting*** are checked.
2. Change your toolbar viewing so that all menu options appear and are not hidden: On the ***View*** menu, point to ***Toolbars***, and then click ***Customize***.



Personalized Menus and Toolbars
☐ Standard and Formatting toolbars share one row
☐ Menus show recently used commands first
☑ Show full menus after a short delay

Other
☐ Large icons
☑ List font names in their font
☑ Show ScreenTips on toolbars
☐ Show shortcut keys in ScreenTips

Menu animations: (None)

Click the *Options* tab

Clear the *Standard and Formatting Toolbars share one row* and *Menus show recently used commands first* check boxes

Click *Close*

3. Click the ***Options*** tab. Clear the ***Standard and Formatting toolbars share one row*** and ***Menus show recently used commands first*** check boxes.
4. Click ***Close***.

Suggested time for PowerPoint demonstration: 15 minutes

Important: Because most of your participants will have little experience with PowerPoint, demonstrate in guided practice only the basics to get them started:

1. Starting PowerPoint.
2. Customizing toolbars and menus.
3. Adding text in Outline View.
4. Adding a Design Template.
5. Adding graphics.
6. Adding Animation Schemes.
7. Saving the presentation into the project portfolio folder.

You can explain to participants that you are having them change these options so that everyone sees the same menus and toolbars. Having consistent menus is helpful for group instruction.

Important: Do not skip this section on how to customize the toolbars

Emphasize that this technique helps the participants meet their learning objectives.

By requiring students to create an outline, they must focus on content instead of design elements.

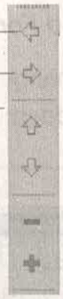
Students also learn to focus on appropriate steps to maximise computer time.

Step 5: Creating an Outline

In the outline view, you can enter the slide headings/subheadings and the necessary text.Outlining your presentation before adding visuals, animations, and sounds helps to ensure that the focus is on the content.

To outline your presentation using PowerPoint, follow these steps:

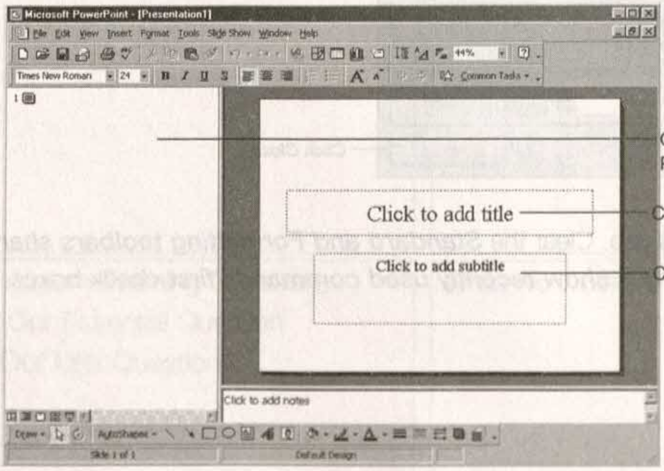
1. Click the ***Click to add title*** box, and then type a title for your presentation.
2. Click the ***Click to add subtitle*** box, and then type your names.
3. On the ***View*** menu, point to ***Toolbars***, then click ***Outlining***.



The Outlining toolbar will appear on the left side of your screen.

4. Click inside the open area on the left (called the Outline Pane) to create an outline.You will observe the contents you have entered on the first slide are already inside this pane.

Note: (Using the Outline Pane will help you organize your thoughts and focus on the presentation content.)



5. To change to a new slide rather than continuing to type on slide one,place your cursor after the last word,press ***Enter*** then click ***Promote*** ⇦ on the Outline Toolbar (or Shift-Tab).You will now move to the second slide.
6. In the Outline Pane, type the slide title for your second slide. Press ***Enter***. You are on the third slide.
7. To change the text so that it appears below the title of the second slide rather than creating a new slide, click ***Demote*** ⇨ (or Tab).

8. Add the appropriate text. Each time you press ***Enter***, you will create a new bulleted item.
9. To add the third slide after your last item, press ***Enter*** and then click ***Promote*** (or Shift-Tab).
10. Repeat steps 5-9 to add additional slides and text.

Note:You can also add a new slide to the presentation by clicking on ***New Slide*** . Choose an Auto Layout in the ***New Slide*** dialog box, and then click ***OK***.

11. To add notes for your use during the presentation, click in the ***Notes Pane*** in the lower right, and type notes to yourself.

Step 6: Saving a Presentation

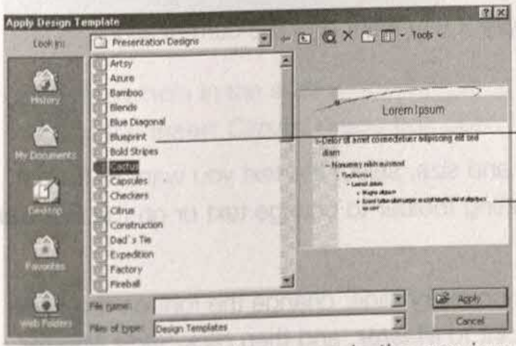
Although your presentation will not be a part of your formal Project Portfolio, you may want to save it as a reminder of your concerns and goals for the training. It also may serve as a reminder of the ideas you generated.

1. On the ***File*** menu, click ***Save***.
2. Open your Project Portfolio folder.
3. Name your file.
4. Click ***Save***.

Note: Save your presentation frequently as you work.

Step 7: Formatting the Slides

1. To apply a background theme to your slides, on the ***Format*** menu, click ***Apply Design Template***.



Click on a design

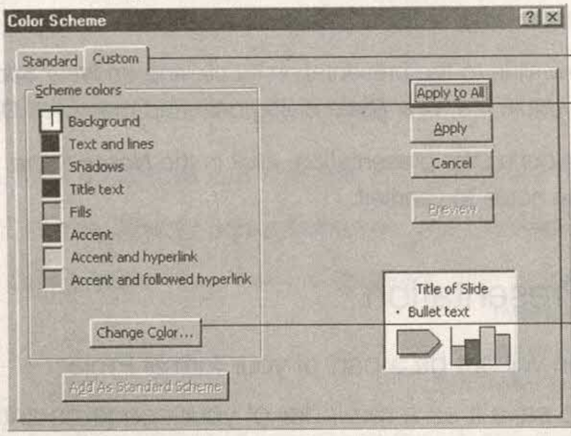
The design appears in the preview window

2. Click a design, and it appears in the preview window.
3. After you have selected a design, click ***Apply***. This design appears on all slides.

4. To change the color scheme of a design, on the ***Format*** menu, click ***Slide Color Scheme***. Click the ***Custom*** tab.

5. Choose the ***Scheme*** color you want to change.

6. Click ***Change Color***.



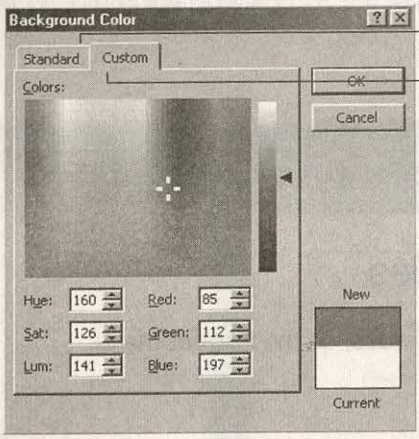
Click the *Custom* tab

Click the *Scheme* color you want

Click *Change Color*

7. Click the ***Standard*** tab for standard colors or the ***Custom*** tab to create your own color.

8. Select a color and click ***OK***.



Hue: 160
Sat: 126
Lum: 141
Red: 85
Green: 112
Blue: 197

Click the *Standard* tab for standard colors

Click the *Custom* tab to create your own color

9. Click ***Apply to All***, or click ***Apply*** if you want only the current slide to be affected.

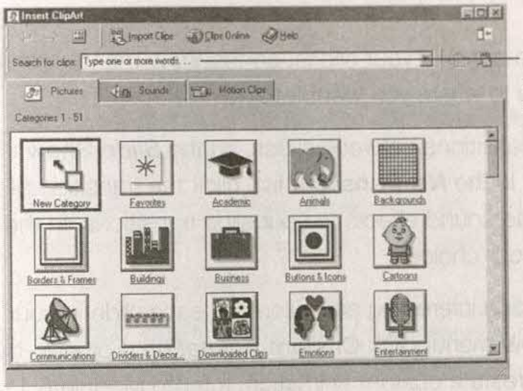
10. Save your presentation.

11. To format the font style, color, and size, select the text you want to format. Use the buttons on the Formatting toolbar to change text or on the ***Format*** menu, click ***Font***.

12. If you want to change the font on every slide, change the font on the Slide Master. On the ***View*** menu, point to ***Master***, and then click ***Slide Master***. Select the text you want to change and use the Formatting toolbar or the ***Font*** command on the ***Format*** menu to change the style. Click ***Close*** on the Slide Master toolbar to return to Slide View.

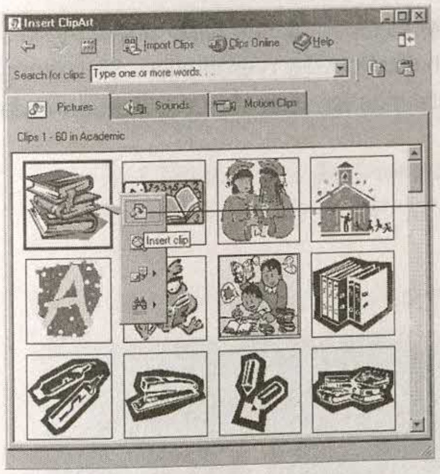
Step 8: Inserting Clip Art

1. On the ***Insert*** menu, point to ***Picture***, and then click ***ClipArt***.
2. On the ***Pictures*** tab, click a ***Category*** icon, or in the ***Search for clips*** box. type a word that describes what you are looking for, and then press ***Enter***.



In the *Search for clips* box. Type a word that describes what you are looking for, and then press Enter.

3. Click the image you want to insert into your presentation. In the menu that appears, click the top button to insert the image.
4. Save your presentation



Click the top button to insert the image

5. Click anywhere in the slide window page to bring it to the foreground while leaving the ***Insert ClipArt*** dialog box open for later use.

Remind participants that they should decide on their content, and then select the enhancements that help them deliver their message. Not all enhancements listed here must be used.

Step 9: Enhancing a Presentation

After you develop, format, and edit the content for your presentation, consider adding enhancements. Here are a few to consider when creating a presentation in PowerPoint:

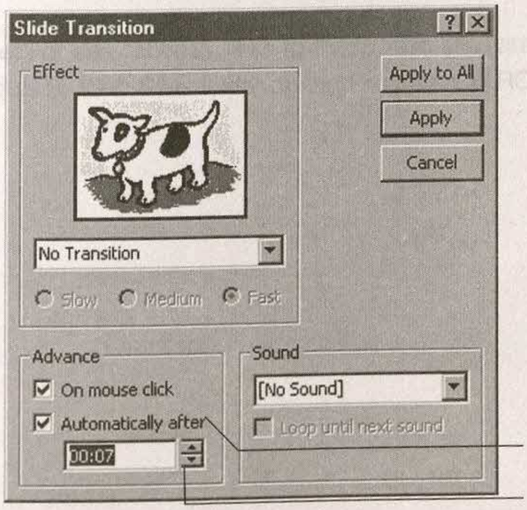
- ***Slide Order:*** To rearrange the order of your slides, on the ***View*** menu, click ***Slide Sorter***. Just drag a slide to where you want it to go.
- ***Slide Transitions:*** To apply transitions between slides, on the ***Slide Show*** menu, click ***Slide Transition***. In the ***No Transition*** list, click the transition of your choice. If you want to add sound effects to your slide transitions, in the ***Sound*** list, click a sound of your choice.
- ***Custom Animation:*** You can add interesting animations on each slide in your slide show. On the ***Slide Show*** menu, click ***Custom Animation***. For step-by-step instructions on how to create a custom animation, refer to Module 6.11
- ***Record Narration:*** You might want to add narration to your slide show. To record a narration, your computer needs a sound card and a microphone. On the ***Slide Show*** menu, click ***Record Narration***. For step-by-step instructions on how to record narration, refer to Module 6.20
- ***Rehearse Timings:*** To set timings for your slides, on the ***Slide Show*** menu, click ***Rehearse Timings***. Practice each slide of your presentation. Click ***Next*** to go to the next slide. You can view the timings for each slide in Slide Sorter view.

Step 10: Setting Up a Show to Run Automatically

Once your presentation is complete, you may wish to set up your show so that it can run unattended and will automatically restart when it finishes.

Setting Slide Timings

1. On the ***Slide Show*** menu, click ***Rehearse Timings*** to start the show in rehearsal mode.
2. While viewing your presentation, click the mouse, the space bar, or the ***Next*** button on the Rehearsal toolbar when you are ready to go to the next animation or slide.
3. When you reach the end of the slide show, it will tell you your presentation's total time. Click ***Yes*** to accept the timings. If you repeat these steps, the new rehearsal timings will replace the old ones.
4. On the ***View*** menu, select ***Slide Show*** to view your presentation again and see if any of the slide transitions seem too long or too short.
5. To adjust the timing on just one slide:
   - **a.** Return to ***Normal*** view or ***Slide Sorter*** view, and select the slide or slides for which you want to set the timing.
   - **b.** On the ***Slide Show*** menu, select ***Slide Transition***.
   - **c.** Under ***Advance***, click ***Automatically after***, and then use the up and down arrows to enter the number of seconds you want the slide to appear on the screen.
   - **d.** To apply the timing to the selected slides, click ***Apply***.



Effect

No Transition

○ Slow ○ Medium ● Fast

Advance

☑ On mouse click

☑ Automatically after

00:07

Sound

[No Sound]

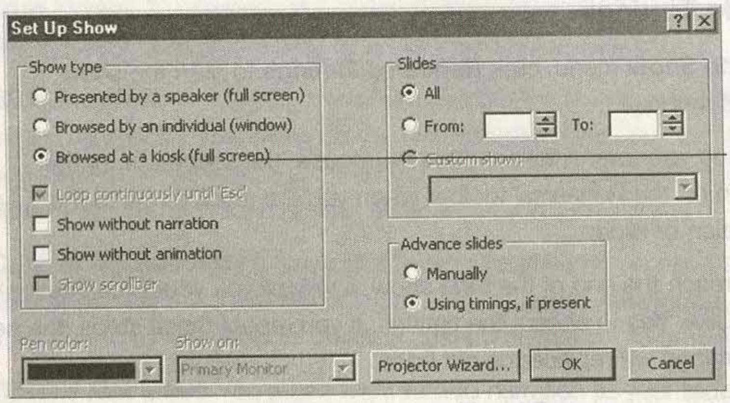
☐ Loop until next sound

Click *Automatically after.*

Use the up and down arrows to enter the number of seconds you want the slide to appear on the screen.

Setting Up a Self-Running Show

1. On the *Slide Show* menu, select *Set Up Show*.
2. Select ***Browsed at a kiosk (full screen)***. When you click this option, ***Loop continuously until Esc*** is automatically selected.
3. Click ***OK***.



Set Up Show

Show type
○ Presented by a speaker (full screen)
○ Browsed by an individual (window)
● Browsed at a kiosk (full screen)
☑ Loop continuously until Esc
☐ Show without narration
☐ Show without animation
☐ Show scrollbar

Slides
● All
○ From: To:
○ Custom show:

Advance slides
○ Manually
● Using timings, if present

Pen color:
Show on: Primary Monitor

Click *Browsed at kiosk (full screen)*.

Activity 3

Exploring Copyright Laws Related to Computer and Software Use

(30 minutes)

Description: With the advent of the Internet, and the ability to quickly copy anything you see, it is easy to forget that much of the material on the Internet is the property of someone else. This activity will help you and your students understand Copyright Law and its Fair Use clause, which gives some allowance for copyrighted elements to be used by others in certain circumstances.

Step 1: Testing Your Knowledge of Copyright Law

Begin this activity by taking the six-question Copyright Quiz located in the *Module 3, Activity 3* folder on the Program CD-ROM.

Suggested time for the quiz: 10 minutes. This quiz can be completed by the whole class together, by small groups, or by individuals. The second quiz on the Program CD-ROM can be completed by those who finish early if you choose to have your participants complete this step individually.

Other quizzes you may wish to visit later:

The 20-Questions Fair Use Copyright Quiz
http://www.techlearning.com/content/speak/articles/questions.html

Copyright Quiz
http://supportnet.merit.edu/module3/copyright/quiz

Note: For easy access, links to these Web sites are available in the *Module 3, Web Sites* folder on the Program CD-ROM.

Suggested time for "Copyright Chaos" presentation: 20 minutes

Step 2: Viewing the "Copyright Chaos" Presentation

Although, teachers and students may use copyrighted materials in their educational projects, the use of such materials is not clear-cut. To better understand your rights and limitations, view and discuss the presentation, "Copyright Chaos," which is also located in the *Module 3, Activity 3* folder on the Program CD-ROM. In addition, a summary on Copyright and Fair Use is available in Appendix B.

When creating new material and developing multimedia projects, you may freely use:

- Logical, comprehensive compilations (such as the telephone book)
- Materials or reprints of materials in the public domain (all prior to 1923; most between 1923-1963; see http://www.unc.edu/~unclng/public-d.htm for additional information)
- Most U.S. government materials
- Facts
- Ideas, processes, methods, and systems described in copyrighted materials
- Works consisting entirely of information that is common property and containing no original authorship (for example: standard calendars, height and weight charts, tape measures and rulers, etc.)

If you wish to take abbreviated notes for future reference, you may use the space provided below.

What are the four factors that determine whether using a copyrighted work is "fair use?" (Slide # 10-13)

1. ____

2. ____

3. ____

4. ____

What power or authority do the "Fair Use Guidelines for Educational Multimedia" have? (Slide # 17)

____

____

____

According to the "Fair Use Guidelines for Educational Multimedia," what are the limitations for using the following materials? (Slide # 24-28)

Motion Media

Text Materials

Poetry

Music, Lyrics, Music Video

Illustrations and Photographs

Numerical Data Sets

What is needed to properly credit the copyright holder? (Slide # 30-31)

Unless you have permission from the copyright owner, what software is illegal to install on your computer? (Slide # 38)

Be sure to go over the Take-Home Activity with participants.

You may want to encourage your participants to review Module 4 prior to the next session so that they know what to expect and are prepared for the activities.

TAKE-HOME ACTIVITY (10-minute overview)

Reflection Log

Step 1: Pondering over the reflective questions.

To begin with, reflect on the following questions:

- How serious is the matter of "copyright issue" within and outside your classroom? Ponder.

- Why would you like your students and yourself to remain within copyright limits?

Step 2: Enter your reflections in the Reflection Log.

After you reflect on the above questions write down your thoughts in the Reflection Log.

Note: The Reflection Log sheets are available after Module 17 in the Curriculum Binder.

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*Other names and brands may be claimed as the property of others.

Overview

PAIR AND SHARE

Sharing Multimedia Presentations (15 minutes)

Share: Multimedia Presentations.

PEDAGOGICAL PRACTICES

Copyright and Fair use guidelines (15 minutes)

Discuss: Ways to ensure that the materials you and your students use in projects are obtained lawfully and under "fair use".

ACTIVITIES

Activity 1: Using Directories and Web Search Engines (45 minutes)

Read: "Understanding Search Engines and Directories."

Use: Boolean logic to narrow your search.

Activity 2: Creating a Works Cited Document (25 minutes)

View: Sample Works Cited documents.

Create: A Works Cited document.

Activity 3: Locating Internet Resources (50 minutes)

View: Educational Web sites.

Locate: Resources for your Lesson and add them to your Favorites folder.

Save: Images and sounds from the Internet.

Activity 4: Evaluating Web Sites (20 minutes)

Evaluate: Three Web sites that you can use as resources for your lesson.

TAKE-HOME ACTIVITY (10 minutes)

Reflective Thinking

Ponder: Over the Reflective Questions.

Enter: Your reflections in the Reflection Log.

GROUP SHARE (15 minutes)

Description: Spend 15 minutes sharing your multimedia presentations created in Module 3 with other participants.

List ideas for modifying your presentation.

PEDAGOGICAL PRACTICES (15 minutes)

Description: During this activity, you will discuss ways to ensure that the materials you and your students obtain for multimedia projects are used appropriately within the limits of "fair use" and copyright law.

Discuss how you will apply the Fair Use Guidelines when creating your Project Portfolio materials.

Share strategies for ensuring that your students understand copyright and fair use.

Discuss specific guidelines you can implement in your classroom to ensure that these guidelines are followed.

Different rules apply when lesson plans are published beyond the walls of the classroom. How might projects be modified for posting to the Web so that teachers and students adhere to copyright laws?

Activity 1

Using Directories and Search Engines (45 minutes)

Description: You will read information about and practice using the directories, search engines, and meta search engines to conduct research on the Internet to find resources for your Project Portfolio. Additional information on how to use the Internet and how to conduct searches is available in the *Module 4, Activity 1* folder on the Program CD-ROM.

Note: For easy access, all the Web addresses in this activity are available in the *Module 4, Web Sites* folder on the Program CD-ROM.

Step 1: Understanding Directories and Search Engines

Using Directories

If you seek general information on a broad topic or want to explore different areas of a broad topic, use a Web directory. Directories are arranged by subject and usually include return links to the top level of the directory's Web site rather than to pages within the Web site. Users of directories often begin searches by selecting a broad category and then narrowing their focus step by step. For example, a user searching for general information on the *Indian Freedom Movement* might first begin with the category *Social Sciences*, then narrow the choices by clicking through the subcategories of *History, Indian History, By Time Period, 20th Century, Modern Indian History*, then *Indian Freedom Movement* or by simply typing in the search term of *Indian Freedom Movement*. If one directory does not give you satisfactory results, try another one. Results often vary widely from one directory to another because sites included in each category are hand-selected by people, rather than machines.

Examples of directories are:

The Internet Public Library
http://www.ipl.org

Look Smart
http://www.looksmart.com/

The Open Directory
http://dmoz.org/

WebBrain
http://www.webbrain.com

Yahoo!
http://www.yahoo.com

Yahooligans!
http://www.yahooligans.com

Using Search Engines

If you want very specific information on a search topic and you know the appropriate titles, phrases, or technical language, use a search engine, meta search engine, or specialty search engine. Search engine computers continually visit Web sites on the Internet in order to create catalogs of Web pages. In most cases, search engines are best used to locate a specific piece of information such as a known document, image, or phrase, rather than a general subject.

For information on specific search engines and how to use them, visit:

Choose the Best Search Engine for Your Purpose
http://nuevaschool.org/~debbie/library/research/adviceengine.html

FindSpot
http://www.findspot.com

Search Engine Watch
http://www.searchenginewatch.com

Note: "Choose the Best Search Engine for Your Purpose" is available in the *Module 4, Offline Viewing* folder on the Program CD-ROM. For easy access, this list of Web sites is available in the *Module 4, Web Sites* folder on the Program CD-ROM.

Examples of search engines:

All the Web
http://www.alltheweb.com

AltaVista
http://www.altavista.com

Excite
http://www.excite.com

Google
http://www.google.com

Hotbot
http://hotbot.lycos.com

Northern Light
http://www.northernlight.com

Examples of Indian Search Engines

http://www.indiatimes.com/

http://www.webindia.com/

http://www.khoj.com

http://www.rediff.com

http://www.jadoo.com/

Using Meta Search Engines

If you want to search multiple databases simultaneously for difficult-to-find information, use a meta search engine. It retrieves results from various databases and gives a consolidated report of its findings.

Examples of meta search engines:

AskJeeves!
http://www.askjeeves.com

Dogpile
http://www.dogpile.com

Metacrawler
http://www.metacrawler.com

Vivísimo Clustering Engine
http://vivisimo.com/

Using Kid-Friendly Search Engines and Directories

Searches using these search engines and directories will result in student-appropriate sites. All sites are hand-picked for suitability for children.

Ask Jeeves for Kids
http://www.ajkids.com/
Each Web site included in Ask Jeeves for Kids is carefully selected by an editor. Only "G-rated" pages and those written specifically for children are included. Most appropriate for children up to age 13.

Awesome Library
http://www.awesomelibrary.org/
Awesome Library organizes the Web with 19,000 carefully reviewed resources. Includes a search engine as well as directory arranged by school subjects. Appropriate for all ages.

Berits Best
http://www.beritsbest.com/
Web sites for children up to age 12. Each selected site has been carefully reviewed and given a rating from one to five.

Kids Click!
http://sunsite.berkeley.edu/kidsclick!
Created by a group of librarians. Appropriate for children to approximately 13.

Kid's Search Tools
http://www.rcls.org/ksearch.htm
A great one-page starting point for student research.

LycosZone
http://www.lycoszone.com/
A variety of resources for kids, as well as a search engine.

Super-Kids
http://www.super-kids.com/
Super-Kids reviews each site before including it in their database. Appropriate for elementary grade students.

Yahooligans
http://www.yahooligans.com/
Sites selected by the Yahoo! Inc. staff. Appropriate for ages 7 to 12.

Using Specialty Search Engines

If you are looking for specialized information, you may want to use a specialty search engine.

Infomine
http://infomine.ucr.edu/
A virtual library and reference tool containing highly useful Internet resources including databases, electronic journals, electronic books, bulletin boards, listservs, online library card catalogs, articles and directories of researchers, etc.

Language Tools
http://www.itools.com/lang/
Includes dictionaries, thesauri, and language translators. Language translator includes individual word translations for 188 different languages, as well as a Web page translator. Translate a Web page on-the-fly (seven languages supported).

MedHunt
http://www.hon.ch/MedHunt/
Index of medical information. Searches can be narrowed by region.

Moreover
http://w.moreover.com
A search engine that gathers information from major, regional, and international news sources. Comprehensive coverage on any topic, delivered within 15 minutes of publication or posting on the original site.

Research It!
http://www.itools.com/research-it/
Specialty search tools to find people, quotations, maps, facts, currency converters, stock quotes, zip codes, etc.

Search Engine Watch: Specialty Search Engines
http://searchenginewatch.com/links/Specialty_Search_Engines/
Categories of specialized search engines.

Step 2: Refining your Search

When conducting an Internet search, it is useful to start with a broad concept and to narrow as you begin to find information. Computerized search mechanisms are based on Boolean logic, named after George Boole, a nineteenth-century English mathematician who devised a new system for analyzing variables. It is helpful to know Boolean logic when doing Internet research. Remember, each search engine is different. You may want to check the search engine's help page before beginning your search.

Using Boolean Logic

When conducting a search, you may end up with too many choices or the wrong results. Some search engines allow you to narrow your search by using Boolean logic. Boolean logic consists of three logical operators: AND, OR, and NOT.

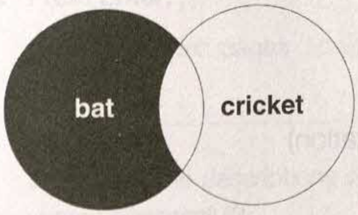
AND requires all terms to appear in a record

OR retrieves records with either term

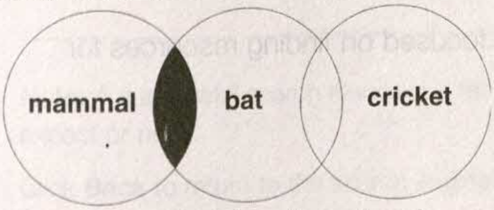
NOT excludes terms

Sample searches using Boolean logic:

bat NOT cricket



mammal AND bat NOT cricket

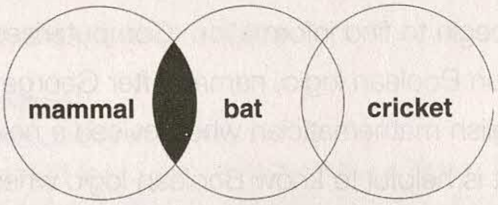


Using Simplified Boolean Logic

Some search engines allow you to designate the most important words within your search by inserting a + (plus sign) immediately before the most important words. Conversely, inserting a – (minus sign) immediately before a word excludes it.

Example of a search using simplified Boolean logic:

+mammal +bat –cricket

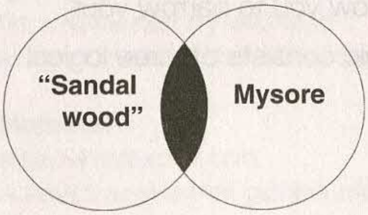


Searching by Phrase

If you are looking for an exact phrase or string of words, enclose the phrase within quotation marks.

Examples of a search using quotation marks:

"genetic diversity"
+"sandal wood" +Mysore



Using Truncation

If you want to expand your search to include a specified word root with different word endings, enter the first part of a key word (word root), and insert a symbol, usually * (asterisk).

Example of a search using truncation:

dictat* (retrieves dictator, dictated, and dictation)

Internet Tutorials

For specialized Internet tutorials focused on finding resources for specific subject areas, visit:

RDN Virtual Training Suite
http://www.vts.rdn.ac.uk/
A set of online tutorials designed to help students and teachers improve their Internet information skills. The subject-specific tutorials take about an hour each to complete, and include quizzes and interactive exercises. Categories include Engineering, Mathematics, Health and Life Sciences, Humanities, Physical Sciences, Social Sciences, Business, and Law, with many sub-topics within each category.

Step 3: Practicing Searches Using Boolean Logic

If you find a good resource for your Lesson while doing this activity, be sure to save it in your Favorites in an appropriate folder. (See page 4.19 for directions on how to save Web addresses in Favorites or look ahead to page 4.28 on how to store and organize your favorite Web sites at a free online service.)

1. Brainstorm key words, phrases, and proper nouns that you would expect to find on Web pages about your Lesson topic.

   ___

   ___

   ___

2. Open your Web browser.
3. In the ***Address*** box, type ***www.google.com***, or the Uniform Resource Locator (URL) for another search engine listed on page 4.06.
4. In the ***Search*** field, type a key word from step 1 that reflects your search topic. You may want to write it here for future reference.

   ___

5. Press ***Enter***.

   How many Web pages did your search locate?

   ___

   Looking at the descriptions of the Web sites, in your opinion, was this search successful?

   ___

   Note: A successful search results in a list of sites that have the content you expect or need.

6. Click ***Back*** to return to the search engine's home page.
7. In the ***Search*** field, along with your key word, add a phrase from step 1 and enclose it in quotation marks. You may want to write it here for future reference.

   ___

8. Press *Enter*.

How many Web pages did your search locate?

In your opinion, was this search successful?

9. Return to the search engine's home page.

10. Along with the key word and phrase, add a – (minus sign) directly before any words you do not want to appear in the resulting Web pages. You may want to write it here for future reference.

11. Press *Enter*.

How many Web pages did your search locate?

In your opinion, was this search successful?

12. In the *Address* box, type ***www.yahooligans.com***, or the URL for another directory listed on page 4.05.

13. In the *Search* box, enter the same key word you used in step 4.

14. Press *Enter*.

How many Web pages did your search locate?

In your opinion, was this search successful?

15. Click *Back* to return to the search directory's home page.

16. Add the phrase used in step 7 in quotation marks.

17. Press *Enter*.

How many Web pages did your search locate?

In your opinion, was this search successful?

18. Return to the search directory's home page.

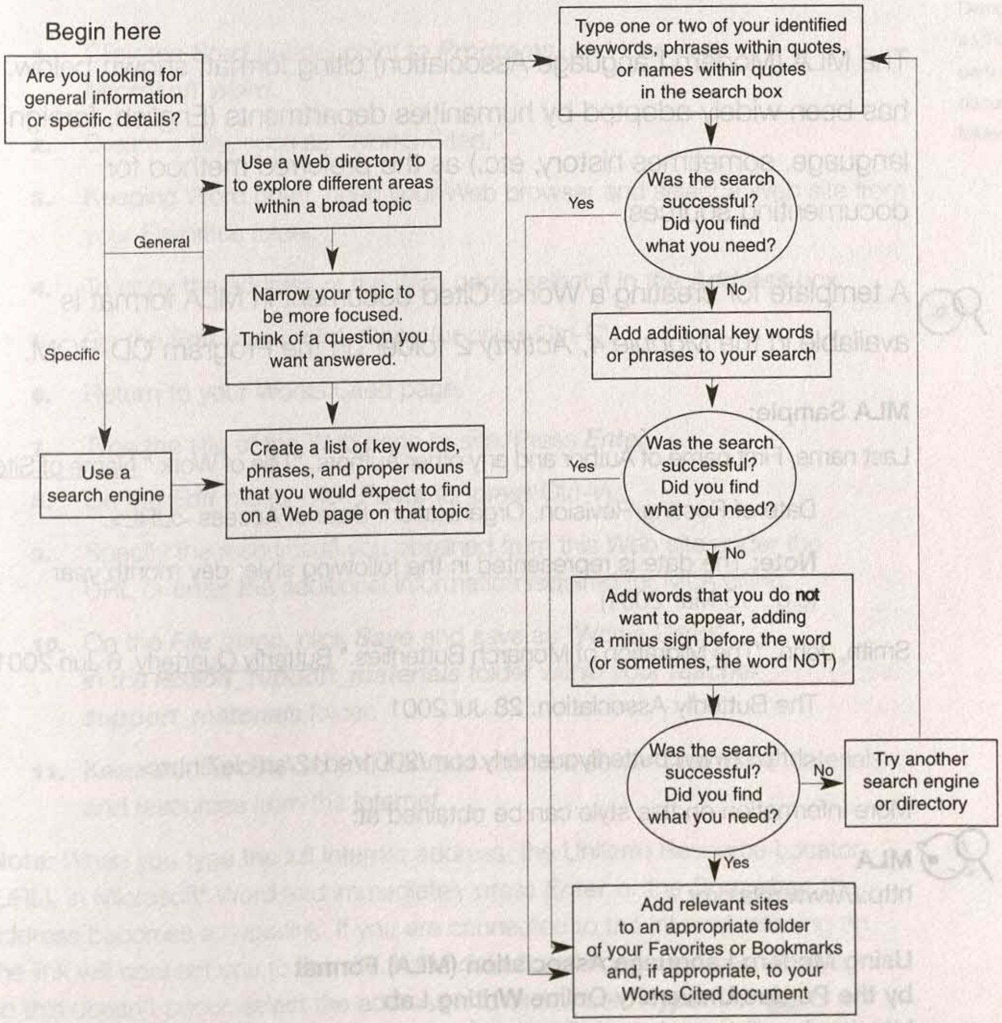
19. Along with the key word and phrase, add a – (minus sign) directly before any words you do not want to appear in the resulting Web pages. Press *Enter*.

How many Web pages did your search locate?

In your opinion, was this search successful?

20. Thinking of the search results from the two different search sites, which produced the most valuable Web sites on your topic?

Note: Each search engine and directory will come up with different results. If you do not find the results you want from one, first try modifying your search terms, then try a different search engine or directory.


Begin here
Are you looking for general information or specific details?
General
Specific
Use a Web directory to to explore different areas within a broad topic
Narrow your topic to be more focused. Think of a question you want answered.
Use a search engine
Create a list of key words, phrases, and proper nouns that you would expect to find on a Web page on that topic
Type one or two of your identified keywords, phrases within quotes, or names within quotes in the search box
Was the search successful? Did you find what you need?
Yes
No
Add additional key words or phrases to your search
Was the search successful? Did you find what you need?
Yes
No
Add words that you do **not** want to appear, adding a minus sign before the word (or sometimes, the word NOT)
Was the search successful? Did you find what you need?
No
Try another search engine or directory
Yes
Add relevant sites to an appropriate folder of your Favorites or Bookmarks and, if appropriate, to your Works Cited document

You may want to remind participants that the last slide of a presentation can be used for a Works Cited document.

Activity 2

Creating a Works Cited Document (25 minutes)

Description: To ensure that you follow copyright laws, you need to establish a list of sources as you find and save images, sounds, and text. Creating a Works Cited document will also help you find resources again when you need additional information for your project.

Example of a simple Works Cited entry:

Name of Site
http://www.siteaddress.com
I obtained xyz from this site.

Creating a Formal MLA Works Cited Entry

The MLA (Modern Language Association) citing format, shown below, has been widely adopted by humanities departments (English, foreign language, sometimes history, etc.) as the preferred method for documenting sources.

A template for creating a Works Cited document in MLA format is available in the *Module 4, Activity 2* folder on the Program CD-ROM.

MLA Sample:

Last name, First name of Author and any other Authors. "Title of Work." Name of Site.
Date of Posting/Revision. Organization. Date of Access <URL>.

Note: The date is represented in the following style: day month year (e.g., 10 Mar 2001)

Smith, John. "The Migration of Monarch Butterflies." Butterfly Quarterly. 6 Jun 2001.
The Butterfly Association. 28 Jul 2001
<http://www.butterflyquarterly.com/2001/ed12/article7.htm>.

More information on this style can be obtained at:

MLA
http://www.mla.org/

Using Modern Language Association (MLA) Format
by the Purdue University Online Writing Lab
http://owl.english.purdue.edu/handouts/research/r_mla.html

A Guide for Writing Research Papers based on Modern Language Association (MLA) Documentation
http://www.ccc.commnet.edu/mla/index.shtml

Step 1: Viewing Sample Works Cited Documents

View Works Cited directions and examples in the *Module 4, Activity 2* folder on the Program CD-ROM. Resources for creating APA (American Psychological Association) citation format are also included on the Program CD-ROM. Determine what type of Works Cited document would be appropriate for your students. Templates for creating a Works Cited document in MLA, APA, and simple formats are available in the *Module 4, Activity 2* folder on the Program CD-ROM.

Step 2: Creating a Works Cited Document

Demonstrate how to copy and paste a URL to a Word document. Have participants save their Works Cited document in the *teacher_support* folder.

1. Click the ***Start*** button, point to ***Programs***, and then click ***Microsoft Word***.
2. Create a title, such as “Works Cited.”
3. Keeping Word open, open your Web browser and select a Web site from your Favorites folder.
4. To copy the address of the Web page, select it in the ***Address*** box.
5. On the ***Edit*** menu, click ***Copy*** (or press Ctrl-C).
6. Return to your Works Cited page.
7. Type the title of the Web page or site. Press ***Enter***.
8. On the ***Edit*** menu, click ***Paste*** (or press Ctrl-V).
9. Specify the resource(s) you obtained from this Web site under the URL or enter the additional information required for MLA citing.
10. On the ***File*** menu, click ***Save*** and save as “Works Cited” in the ***lesson_support_materials*** folder within your ***teacher_support_materials*** folder.
11. Keep this file open so you can add citations as you find more materials and resources from the Internet.

Note: When you type the full Internet address, the Uniform Resource Locator (URL), in Microsoft* Word and immediately press ***Enter*** or the ***Spacebar***, the address becomes a hyperlink. If you are connected to the Internet, clicking on the link will connect you to the site. If the default settings have been changed so this doesn’t occur, select the address and click ***Insert Hyperlink*** or on the ***Insert*** menu, click ***Hyperlink***.

Activity 3

Locating Internet Resources (50 minutes)

Description: During this activity, you will search the Internet for Web sites that will serve as resources for your Project Portfolio. You will save the URLs within your Favorites folder for later use and for citing them as references.

You may want to remind participants to update their Works Cited document as they copy material from Web sites for their Project Portfolio.

Step 1: Locating Project Portfolio Resources

Use search directories or search engines, or the large educational sites listed below, to locate resources for your Project Portfolio, such as information, images, and reference sites.

In addition, a list of Internet sites that are sorted by grade level and subject area can be found in "Educational Sites" within the *Resources, Internet Resources* folder on the Program CD-ROM. Directions for saving sites in Microsoft* Internet Explorer Favorites for future easy access are available in Step 2.

Educational Portals

AskEric
http://ericir.syr.edu

Refdesk.com
http://www.refdesk.com

Teachers.Net – Teacher Resources
http://www.teachers.net

Kathy Schrock's Guide for Educators
http://school.discovery.com/schrockguide/

Blue Web'n
http://www.kn.pacbell.com/wired/bluewebn/

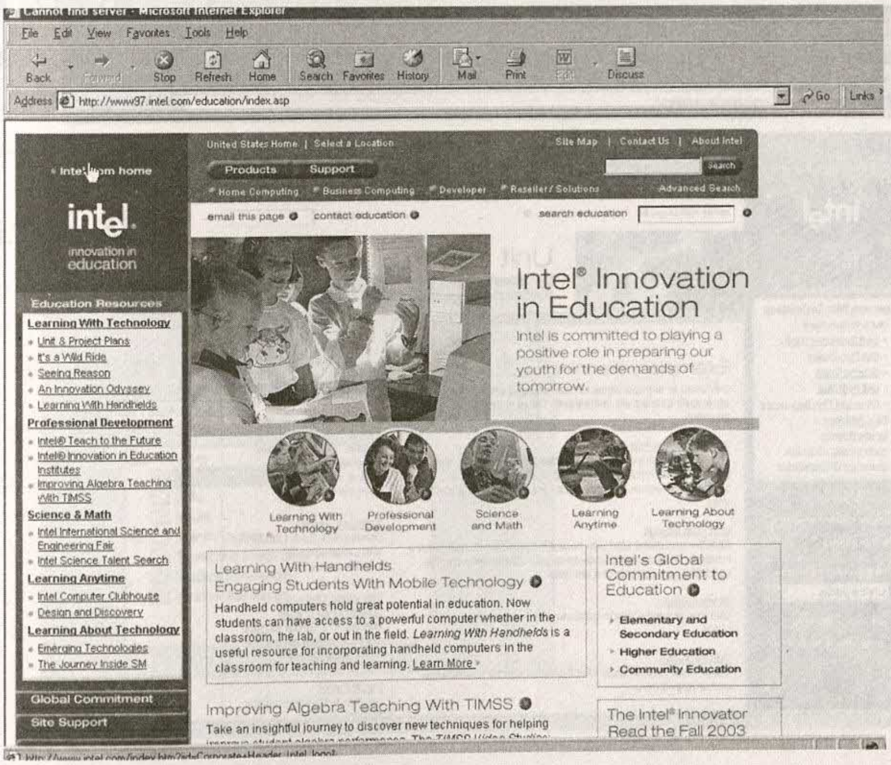
MCI Worldcom's MarcoPolo
http://marcopolo.worldcom.com/

Note: A *Web portal* is a Web site that offers a great amount of content and services, either on many subjects (such as Yahoo! or About.com) or on a specific subject (like education).

Intel® Innovation in Education Web Site

http://www.intel.com/education

The Intel® Innovation in Education Web site may be a useful resource for you as you develop your Project Portfolio. It is designed to meet the needs of educators who are interested in learning more about using technology effectively in their classrooms. It provides information about Intel's programs that support education, and also introduces tools and resources educators may find useful. You will continue to discover good ideas for teaching and learning here as this Web site grows to serve you and your students.


Cannot find server - Microsoft Internet Explorer
File Edit View Favorites Tools Help
Back Forward Stop Refresh Home Search Favorites History Mail Print Edit Discuss
Address http://www97.intel.com/education/index.asp
Go Links
United States Home | Select a Location
Site Map | Contact Us | About Intel
Products Support
Search
Home Computing Business Computing Developer Reseller/Solutions Advanced Search
Intel.com home
intel.
innovation in education
email this page
contact education
search education
Education Resources
Learning With Technology
Unit & Project Plans
It's a Wild Ride
Seeing Reason
An Innovation Odyssey
Learning With Handhelds
Professional Development
Intel® Teach to the Future
Intel® Innovation in Education Institutes
Improving Algebra Teaching With TIMSS
Science & Math
Intel International Science and Engineering Fair
Intel Science Talent Search
Learning Anytime
Intel Computer Clubhouse
Design and Discovery
Learning About Technology
Emerging Technologies
The Journey Inside SM
Global Commitment
Site Support
Learning With Technology
Professional Development
Science and Math
Learning Anytime
Learning About Technology
Elementary and Secondary Education
Higher Education
Community Education
Learn More

Intel® Innovation in Education

Intel is committed to playing a positive role in preparing our youth for the demands of tomorrow.

Learning With Handhelds
Engaging Students With Mobile Technology

Handheld computers hold great potential in education. Now students can have access to a powerful computer whether in the classroom, the lab, or out in the field. *Learning With Handhelds* is a useful resource for incorporating handheld computers in the classroom for teaching and learning. Learn More

Intel's Global Commitment to Education

Improving Algebra Teaching With TIMSS

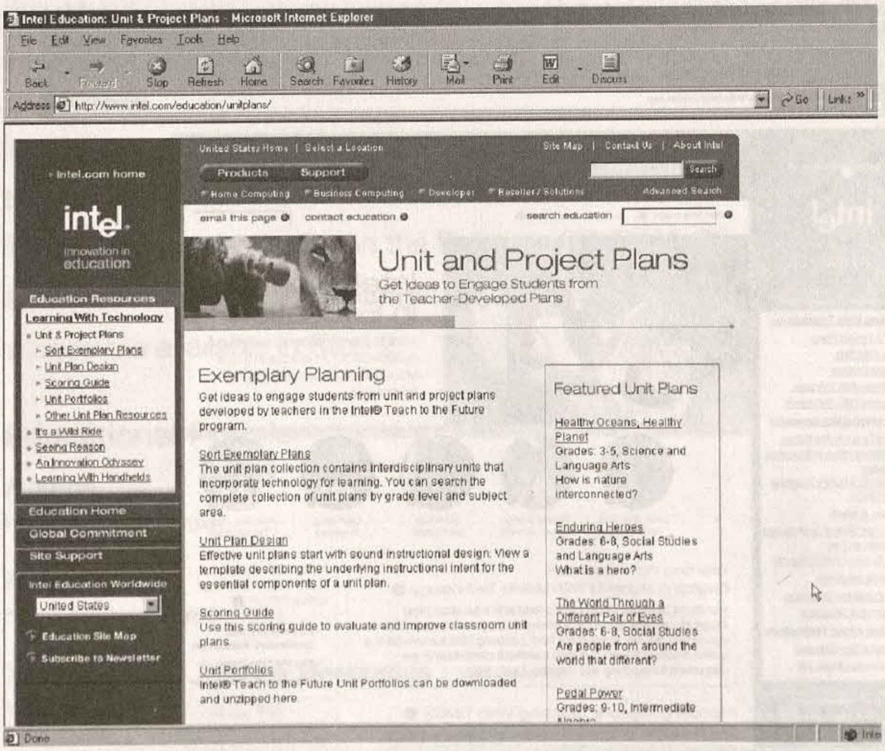
Take an insightful journey to discover new techniques for helping

The Intel® Innovator
Read the Fall 2003

Intel® Teach to the Future: Exemplary Project Portfolios

http://www.intel.com/education/unitplans

At this web site, you can find the results of the Intel Innovation in Education programs. The site highlights projects and ideas from teachers like you. Innovative Lesson Plans developed as a result of the Intel Teach to the Future training are showcased online – along with their associated files such as templates, student organizers, scoring guides, and student project examples. These files are available in multiple formats for easy access. Take a look at our “High Five” or search for lessons appropriate for your subject area or grade level.



Unit and Project Plans

Get Ideas to Engage Students from the Teacher-Developed Plans

Exemplary Planning

Get ideas to engage students from unit and project plans developed by teachers in the Intel® Teach to the Future program.

Sort Exemplary Plans
The unit plan collection contains interdisciplinary units that incorporate technology for learning. You can search the complete collection of unit plans by grade level and subject area.

Unit Plan Design
Effective unit plans start with sound instructional design. View a template describing the underlying instructional intent for the essential components of a unit plan.

Scoring Guide
Use this scoring guide to evaluate and improve classroom unit plans.

Unit Portfolios
Intel® Teach to the Future Unit Portfolios can be downloaded and unzipped here.

Featured Unit Plans

Healthy Oceans, Healthy Planet
Grades: 3-5, Science and Language Arts
How is nature interconnected?

Enduring Heroes
Grades: 6-8, Social Studies and Language Arts
What is a hero?

The World Through a Different Pair of Eyes
Grades: 6-8, Social Studies
Are people from around the world that different?

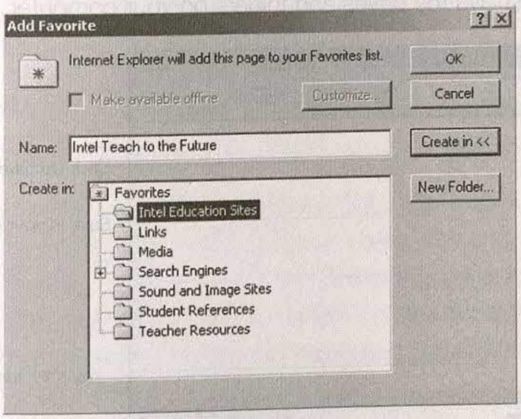
Pedal Power
Grades: 9-10, Intermediate

If you are interested in viewing and downloading more lesson plans you can log on to http://www.educationinindia.net.This web site showcases some of the exemplary Project Portfolios developed by teachers who have undergone the Intel® Teach to the Future Program training in India. These technology integrated lesson plans which cover diverse subject areas can be downloaded and referred to, while preparing your Project Portfolio.

Step 2: Saving Web Addresses in Favorites

When you use Microsoft Internet Explorer and find a Web site that may be useful, save it in your Favorites folder:

1. When you are on the page that you want to save, on the ***Favorites*** menu, click ***Add to Favorites***.
2. The first time you add a Favorite, create a special folder specifically for your Project Portfolio. Click ***New Folder***.
3. Type a name such as ***Intel Education Sites***. Later, you may want to add such folders as *teacher resources, student references, sound and image sites, etc.*
4. Click ***OK***.
5. Look at the folders in the ***Create in*** list. Your new folder should appear in this list. Click your new folder to select it.
6. In the ***Name*** box, review the name that automatically came up for the current site. If the name is not clear, type a new name that is more recognizable.
7. Click ***OK***.



Internet Explorer will add this page to your Favorites list.

Name: Intel Teach to the Future

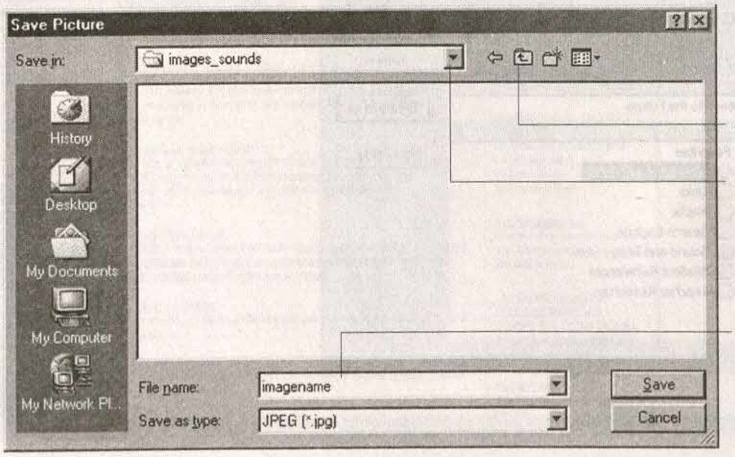
Demonstrate how to save an image using one of the Web sites listed in the Image Resources file on the Program CD-ROM.

Step 3: Saving an Image from a Web Site

A list of Internet sites that offer sources for images can be found in "Image Resources" within the *Resources, Internet Resources* folder on the Program CD-ROM. You may want to add the "Image Resources" page to your Internet Explorer Favorites for future easy access.

When you find a picture on a Web page that you want to use in your Lesson, save the picture in your *images_sounds* folder. If you plan on using the image outside of your classroom (for example on a school's Web site), be sure to obtain permission from the copyright owner, if necessary. (See sample letters in the *Resources, Copyright Resources* folder on the Program CD-ROM.)

1. Right-click the picture to display a shortcut menu.
2. Select ***Save Picture As***.
3. A *Save Picture* dialog box appears. Locate your Portfolio folder by using the ***Save in*** drop-down box, which displays the drives and folders on your computer.



Save in: images_sounds

File name: imagename

Save as type: JPEG (*.jpg)

Click *Up One Level* if necessary.

Save in your *images_sounds* folder.

You may want to rename the image.

4. Open your ***images_sounds*** folder. Save all images in this folder.
5. Look at the name of the image file. You may want to rename the image if the suggested name does not make sense to you; however, do not delete or change the three letters that follow the period (.gif or .jpg).
6. Click ***Save***.

   Note: To ensure that the image file name is consistently displayed in lowercase, type *.gif* or *.jpg* to override the default uppercase naming system.
7. Add the source information to your Works Cited document.

Step 4: Saving a Sound from a Web Site

You are not required to include sound in your Project Portfolio; however, if sound would support your Lesson, a list of Internet sites that offer sources for sound and music can be found in "Sound Resources" within the *Resources, Internet Resources* folder on the Program CD-ROM. You may want to add the "Sound Resources" page to your Internet Explorer Favorites for future easy access.

When you find a sound on a Web page that you want to use in your Lesson, save the sound in your *images_sounds* folder. If you plan on using the sound file outside of your classroom (for example, on a school's Web site), be sure to obtain permission from the copyright owner, if necessary. (See sample letters in the *Resources, Copyright Resources* folder on the Program CD-ROM.)

1. Right-click the sound file link to display a shortcut menu.
2. Select ***Save Target As***.
3. A *Save As* dialog box appears. Locate your Portfolio folder by using the ***Save in*** drop-down box, which displays the drives and folders on your computer.
4. Open your *images_sounds* folder. Save all sounds in this folder.
5. Look at the name of the sound file. You may want to rename the sound file if the suggested name does not make sense to you; however, do not delete or change the three letters that follow the period (e.g., .wav, .mid). Sometimes a Web site will indicate the length of the sound file. You may want to include that information in the file name (e.g., music234.mid would mean the music is 2 minutes and 34 seconds long).
6. Click ***Save***.
7. Add the source information to your Works Cited document.

Note: Microsoft* PowerPoint* 2000 can support sound files with the following extensions: .wav, .mid, .rmi, .aif, .aifc, .aiff, .au.

Step 5: Saving a Video Clip (Movie) from a Web Site

You are not required to include video in your Project Portfolio; however, if video clips would support your Lesson, a list of Internet sites that offer sources for video clips can be found in "Video Resources" within the *Resources, Internet Resources* folder on the Program CD-ROM. You may want to add the "Video Resources" page to your Internet Explorer Favorites for future easy access.

If you find a video clip on a Web page that you want to use in your Lesson, be sure to obtain permission from the copyright owner. (See sample letters in the *Resources, Copyright Resources* folder on the Program CD-ROM.) Save the video clip in your *images_sounds* folder.

To save a video clip:

1. Right-click the video file link to display a shortcut menu.
2. Select ***Save Target As***.
3. A *Save As* dialog box appears. Locate your Portfolio folder by using the ***Save in*** drop-down box, which displays the drives and folders on your computer.
4. Open your *images_sounds* folder.
5. Look at the name of the video file. You may want to rename the video file if the suggested name does not make sense to you; however, do not delete or change the three letters that follow the period (e.g., .avi, .mov).
6. Click ***Save***.
7. Add the source information to your Works Cited document.

   Note: PowerPoint 2000 supports .avi, .mov (QuickTime movie, but not the .qt extension), .mpg, .mpeg, .midi, .mp2, .cda, .m1v, .m3u, .aif, .aiff, .au, .m3d, .cmr, .prp, .lit, .flc, .fli, .flx). Be sure to get permission to use any video files.

Activity 4

Evaluating and Saving Internet Resources (20 minutes)

Be sure to go over the Evaluating Internet Resources Form with participants, especially #8.

Description: When students conduct research using the Internet, it is important that they know how to evaluate the material they find on the Web. Students often assume that information they find on the Web is factual. Help your students to determine whether a site has usable, factual, and reliable information. For younger students, you may want to conduct the research yourself and create a Web site or Favorites folder that has links to the pages that you want them to use.

Step 1: Evaluating Three Web Sites

Using the form on the following pages, evaluate three Web sites that might be useful for your Lesson. The sites can be resources for students or teachers. A list of Internet sites that are sorted by grade level and subject area can be found in "Educational Sites" within the *Resources, Internet Resources* folder on the Program CD-ROM. You may want to add the "Educational Sites" page to your Internet Explorer Favorites for future easy access.

A copy of this form, as well as a student-appropriate form, are available in the *Module 4, Activity 4* folder on the Program CD.

Note: All materials on the Program CD-ROM may be used in the classrooms of Intel Teach to the Future participants.

Another form that can help you evaluate Internet information can be found at:

Critical Evaluation of Internet Information
http://lone-eagles.com/search6.htm

Evaluating Internet Resources Form

1. URL of Web site:

2. Name of Web site:

3. Primary use (circle all that apply):

students **teachers** **others**

4. What is the purpose or goal of this Web site?

5. What organization or individual created this site?

6. Do they have a built-in bias toward the information?

7. What other references are cited for the information presented?

8. What other types of organizations link to this site? (Using Google as your search engine, type ***link:*** and the Web site address (example: link:www.website.com).

9. Who is the author of the page and does this person have valid credentials to present this information?

10. Is there a way to provide feedback on the Web site and create an exchange with the author or Web site manager?

11. How old is the material on the Web site? Is it current or outdated?

12. Describe how this Web site might be used in your Lesson:

13. Reviewing your answers above, is this a good site to use for your Lesson? (circle one)

yes **no**

Evaluating Internet Resources Form

1. URL of Web site:

2. Name of Web site:

3. Primary use (circle all that apply):

students **teachers** **others**

4. What is the purpose or goal of this Web site?

5. What organization or individual created this site?

6. Do they have a built-in bias toward the information?

7. What other references are cited for the information presented?

8. What other types of organizations link to this site? (Using Google as your search engine, type ***link:*** and the Web site address (example: link:www.website.com).

9. Who is the author of the page and does this person have valid credentials to present this information?

10. Is there a way to provide feedback on the Web site and create an exchange with the author or Web site manager?

11. How old is the material on the Web site? Is it current or outdated?

12. Describe how this Web site might be used in your Lesson:

13. Reviewing your answers above, is this a good site to use for your Lesson? (circle one)

yes **no**

Evaluating Internet Resources Form

1. URL of Web site:

2. Name of Web site:

3. Primary use (circle all that apply):

students **teachers** **others**

4. What is the purpose or goal of this Web site?

5. What organization or individual created this site?

6. Do they have a built-in bias toward the information?

7. What other references are cited for the information presented?

8. What other types of organizations link to this site? (Using Google as your search engine, type ***link:*** and the Web site address (example: link:www.website.com).

9. Who is the author of the page and does this person have valid credentials to present this information?

10. Is there a way to provide feedback on the Web site and create an exchange with the author or Web site manager?

11. How old is the material on the Web site? Is it current or outdated?

12. Describe how this Web site might be used in your Lesson:

13. Reviewing your answers above, is this a good site to use for your Lesson? (circle one)

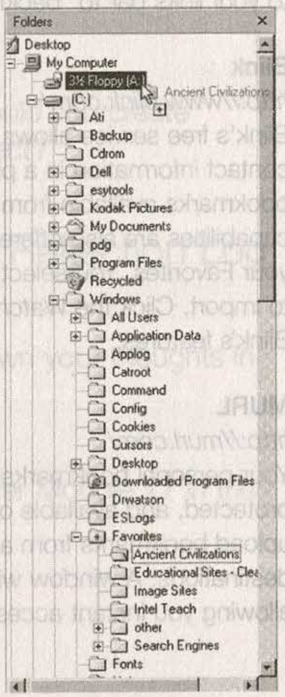
yes **no**

Step 2: Copying a Favorites Folder to Another Computer (Optional)

As you continue searching the Internet for resources that you can use in your Project Portfolio, save them in your Favorites folder on your own computer (see page 4.19) or use one of the online bookmarking sites listed on the next page. If you choose to save your sites in Favorites, before the next class session, copy the Favorites folder to a diskette so you can load your updated Favorites onto the computer in the lab.

Note: Favorites from a diskette cannot easily be imported to Favorites if the lab computers are running the Microsoft* Windows NT* operating system.

1. Click the ***Start*** button, point to ***Programs***, and then click ***Windows Explorer***.
2. Under the C: drive, there is a folder called Windows. Click the ***+ (plus sign)*** next to the Windows folder.
3. Click the + next to the Favorites folder within the Windows folder.
4. Insert a blank, formatted PC diskette into the floppy disk drive (usually the A: drive).
5. Click the folder(s) under Favorites that you want to bring with you to the next training, and drag them to the ***3 1/2 Floppy (A:)*** drive.
6. When you are located at the computer on which you want your list of Favorites to appear, simply copy the same Favorites subfolders from your diskette to the Favorites folder in the Windows folder of the new computer.



Step 3: Creating a List of Favorite Web Sites Online (optional)

Rather than create a list of Favorites that are only accessible from a single computer, you can bookmark a list of favorite Web sites online that are accessible to you from any computer that is connected to the Internet. Below are several sites that offer this free service.

Backflip
http://www.backflip.com/login.ihtml
As you discover interesting Web pages, use the *Backflip it*! button that you save to your toolbar to save them. Backflip will then organize them for you in your personal directory – which you can access from any computer. You add a button to your links bar to "backflip" any site to your Favorites.

Blink
http://www.blink.com/
Blink's free service allows its members to store and organize their bookmarks and contact information in a private, password-secured Internet account, making the bookmarks available from any computer that they use. Comprehensive wireless capabilities are also offered. You add a button to your links bar to add any site to your Favorites. You select which of your current bookmarks or Favorites you want to import. Click the *Watch Demo* link to view a quick and fun demonstration of Blink's features.

MURL
http://murl.com/
Your personal bookmarks and other information are kept secure, password-protected, and available only to you. You can use one of the "MURL Gadgets" to upload bookmarks from a number of sources and download them to a number of destinations. A window will stay in the background as you surf the Internet allowing you instant access to MURL storage.

TAKE-HOME ACTIVITY (10-minute overview)

Be sure to go over the Take-Home Activity with participants.

You may want to encourage your participants to review Module 5 prior to the next session so that they know what to expect and are prepared for the activities.

Reflection Log

Step 1: Pondering over the reflective questions.

To begin with, reflect on the following questions:

- How would you use the power of the Internet to support your role as a teacher and to enhance your students' learning?

- Everything on the Internet is not good. How would you create awareness amongst your students about this fact?

Step 2: Enter your reflections in the Reflection Log .

After you reflect on the above questions write down your thoughts in the Reflection Log .

Note: The Reflection Log sheets are available after Module 17 in the Curriculum Binder.

Notes:

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PAIR AND SHARE

Sharing Web Site Evaluations (15 minutes)

Share: Your Web site evaluation.

PEDAGOGICAL PRACTICES

Discussing Communication Projects (15 minutes)

Discuss: Ways in which students can use technology such as e-mail and the Internet to communicate with others.

ACTIVITIES

Activity 1: Locating Resources Using Microsoft* Encarta* (45 minutes)

Install: Encarta.

View: Encarta.

Locate: Resources from Encarta to use in your Project Portfolio.

Activity 2: Revisiting Lesson Plans (15 minutes)

Add: List of Web and digital resources to your Lesson Plan.

Activity 3: Using Internet Communication Tools in your Classroom (50 minutes)

Discuss : Ideas for using E-mail in the classroom.

Explore: A Web Site for Creating Student E-mail Accounts.

Activity 4: Viewing Multimedia Presentations (30 minutes)

View: Sample Multimedia Presentations.

TAKE-HOME ACTIVITIES (10 minutes)

Activity 1: Planning the Sample Multimedia Presentation

Plan: The content and layout of your student presentation.

Create: The student sample multimedia presentation storyboard.

Activity 2: Reflective Thinking

Ponder: Over the Reflective Questions.

Enter: Your reflections in the Reflection Log.

PAIR AND SHARE (15 minutes)

Description: During this activity, you will exchange and share one of your Web site evaluations with a partner.

1. Select one Web site you evaluated as part of the Module 4, Activity 4.
2. Start your Web browser.
3. Type the Web site's URL in the ***Address*** box.
4. As you discuss your evaluation with your partner, focus on the Web site's strengths, weaknesses, and educational content, and then share how you plan to use it in your Lesson.

Hand out Pair and Share cards and ensure that different participants work with one another in subsequent Pair and Share sessions.

After pairing, ask participants to share with the rest of the class anything they learned or found particularly valuable.

Name of Site:

URL:

Strengths	Weaknesses
Educational Content	Project Portfolio Uses

PEDAGOGICAL PRACTICES (15 minutes)

Description: You can enhance learning and increase expectations when you provide students the opportunity to communicate with others outside of the classroom. Discuss ways in which students can use technology such as e-mail and the Internet to communicate with community leaders, experts in the field, and other students around the world. List your ideas and concerns on the following page.

You may want to check the following Web sites for ideas on how to use e-mail in your classroom. Sample e-mail project permission forms and other Internet resources are available in the *Module 5, Pedagogical Practices* folder on the Program CD-ROM.

Virtual Architecture
http://ccwf.cc.utexas.edu/~jbharris/Virtual-Architecture/

International Telementor Program
http://www.telementor.org/

Be a Mentor Program
http://www.beamentor.org

Cyber Sisters
http://www.cyber-sisters.org/
Educational telementoring program in science, math, and technology for middle school girls

Ask an Expert
http://www.k12science.org/askanexpert.html

ePALS Classroom Exchange
http://www.epals.com/

Intercultural E-mail Classroom Connections
http://www.iecc.org/

The Monster Exchange
http://www.monsterexchange.org/

Note: For easy access, links to these Web sites are available in the *Module 5, Web Sites* folder on the Program CD-ROM.

Discuss ways students can use technology to communicate with others.

1.

2.

3.

What concerns do you have about managing communication projects? Discuss strategies to address these concerns.

Concerns	Strategies

Activity 1

Locating Resources Using Microsoft* Encarta* (45 minutes)

Description: In this activity, you will install the Microsoft* Encarta* multimedia encyclopedia. After installation, you will explore and locate resources for your Lesson.

Step 1: Installing Encarta

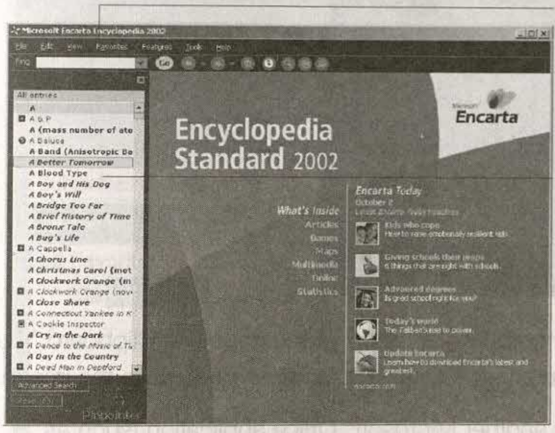
Almost all programs on CD-ROMs require you to install some files onto the computer's hard drive to run the program. Before installing any software on your system, you should save anything you are currently working on and close all programs.

1. Close the CD Index and then remove the Program CD-ROM from the CD-ROM drive.
2. Insert the Encarta CD-ROM into the CD-ROM drive. Follow the onscreen instructions to install this software.

   Note: When you install this software on your home or classroom computer, you can choose to install the entire program and content files to your hard drive. That type of installation will require more time and hard drive space, but you will be able to use Encarta without the CD-ROM in the drive. However, for installation of this software in the training lab, choose ***Minimal Install***.

Step 2: Exploring Encarta

1. From the ***Start*** menu, point to ***Programs***, then click ***Encarta Encyclopedia Standard 2002***.
2. Click inside the ***Find*** box and type in a search word.
3. Click one of the results that appears in the white area below to open that article or multimedia element.



Click inside the *Find* box and type in a search word.

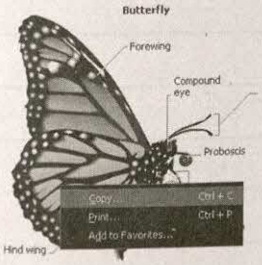
Click one of the results that appears in the white area.

4. From the ***Features*** menu, you can access world maps, multimedia content, the latest Internet links, statistics on a variety of topics, and educational games.
5. Search for topics related to your Lesson.

Step 3: Copying Resources from Encarta

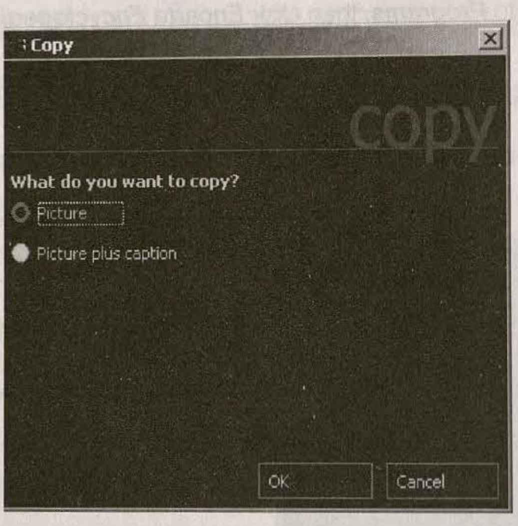
Copying an Image

1. When you find an image that you want to use, right-click on the image and select ***Copy***.



Note: If a context menu does not appear, it means that the image you selected is not available for copying.

2. A *Copy* dialog box will appear. Select either ***Picture*** or ***Picture plus caption***, then click ***OK***.



What do you want to copy?

○ Picture

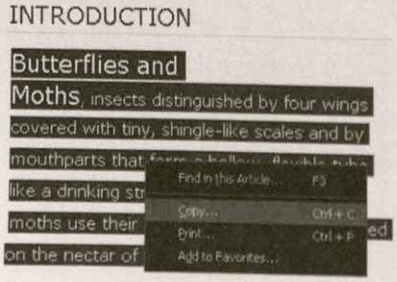
● Picture plus caption

Select either ***Picture*** or ***Picture plus caption***, then click ***OK***.

3. The picture has been temporarily placed on your computer's Clipboard. You must now paste that picture immediately into another file to save the image.
4. Open Microsoft* Word or another Microsoft* Office application (such as Microsoft* PowerPoint*, Microsoft* Paint*).
5. On the ***Edit*** menu, click ***Paste*** (or press ***Ctrl+V***) to paste your image.
6. Save this document in your *images_sounds* folder for future use.

Copying Text

1. When you find text that you want to copy, select the text (click, hold, and drag across the desired text). To copy a whole article, skip this step.
2. Right-click the selected text, then choose ***Copy***. To copy a whole article, right-click anywhere in the body of the text, then choose ***Copy***.



INTRODUCTION

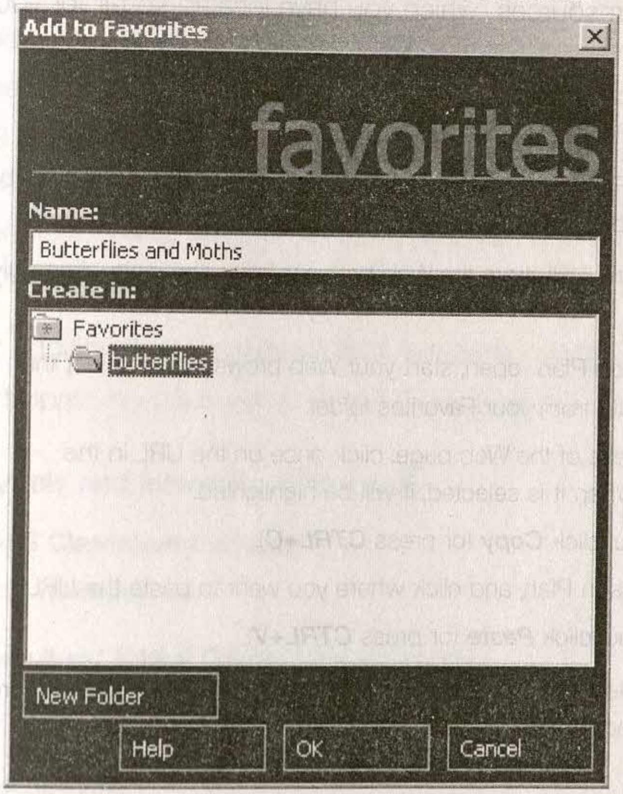
Butterflies and Moths, insects distinguished by four wings covered with tiny, shingle-like scales and by mouthparts that
like a drinking str
moths use their
on the nectar of

3. A *Copy* dialog box will appear. Click ***Selected Text*** or ***Whole Article Text***, then click ***Copy***.
4. The text has been temporarily placed in your computer's clipboard. You must now paste that text immediately into another file to save it.
5. To paste the text, in Microsoft Word or another Microsoft Office application (such as PowerPoint), on the ***Edit*** menu, click ***Paste*** (or press ***Ctrl+V***).

6. Open your Project *Portfolio folder.* Open the *lesson_support* folder, then open your *teacher_support* folder.

7. Save this document within your *teacher_support* folder for future use.

Note: When you paste text from Encarta into Word, the program will automatically add a complete citation of the source.



Name: Butterflies and Moths

Create in:

- Favorites
  - butterflies

List the resources you found.

Activity 2

Revisiting Lesson Plans (15 minutes)

Description: During this activity, you will open your Lesson Plan and add the Web and digital resources which you have located so far for your Lesson Plan.

1. Open your Lesson Plan.
2. In the section titled Resources, create a list of Web resources from the Web sites you have saved in your Favorites.
3. To copy and paste the URL from the Web browser follow the instructions given below:
   - **a.** Keeping the Lesson Plan open, start your Web browser and select the appropriate Web site from your Favorites folder.
   - **b.** To copy the address of the Web page, click once on the URL in the ***Address box.*** When it is selected, it will be highlighted.
   - **c.** On the ***Edit*** menu, click ***Copy*** (or press ***CTRL+C***).
   - **d.** Return to the Lesson Plan, and click where you want to paste the URL.
   - **e.** On the ***Edit*** menu, click ***Paste*** (or press ***CTRL+V***).
4. After you have created a list of Web resources, create a list of digital resources that you have located for your Lesson Plan.

Activity 3

Using Communication Tools in your Classroom (50 minutes)

Description: An e-mail, short for electronic mail, is a system of worldwide electronic communication. Students can collaborate with other students across the globe almost instantaneously. There is a special kind of learning that takes place when students interact via e-mail. Engaging students in communication that is less contrived than textbook or teacher-centered activities is one of the principal advantages of an e-mail project.

For additional information on how teachers can get their students to participate in collaborative e-mail projects, visit:

KeyPals and Interactive Exchanges

ePALS Classroom Exchange

http://www.epals.com/

Intercultural E-Mail Classroom Connections

http://www.iecc.org/

KeyPals Club

http://www.teaching.com/keypals/

Collaborative Writing Projects

The Monster Exchange

http://www.monsterexchange.org/

Education by Design: Storyteller

http://www.edbydesign.com/storyteller/

Telementors and Ask-an-Expert

International Telementor Center

http://www.telementor.org/

Ask An Expert Page

http://www.k12science.org/askanexpert.html

Step 1: Ideas for using E-mail in your Classrooms

Below are suggestions for using e-mail in the classroom. Read through the list and suggest some ways you might integrate e-mail into your own curriculum.

- Students can contact experts to get advice and information on different topics.
- Students can share their ideas with students in other parts of the world for reducing pollution in their neighborhood. They can share their concrete plan of action and present their own ideas.
- Students in the Northern Hemisphere graph local sunrise, sunset times, and daily temperatures. The data is collected and sent to a partnering school that is located in the Southern Hemisphere . This activity helps students to understand how the tilt of the earth influences time zones and temperatures.
- Students collect data and send the information to scientists who use the data in research. One example of this type of project is students collecting water samples for acid rain research.
- Students can exchange information with classrooms in different states of India. Students can describe what it is like living in their state. The data is compared and analyzed.
- Students can electronically mail their writing, poetry, stories, and essays to organizations that will display the work on the World Wide Web.

List additional ideas for integrating e-mail into your classroom curriculum:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Step 2: E-mail accounts for Students

There are various free e-mail services. However, Gaggle.Net is a service designed specifically for classroom use. The biggest difference is that the teacher is in charge. "Kids as young as eight and as old as eighteen can use Gaggle. Gaggle mail is provided via the web. No additional hardware or software is required by your school other than an internet connection. The teacher accounts give access to the special monitoring and control sections within the Gaggle Network.

You can view the contents of your students' e-mail and review any message that the students have sent or received." Gaggle has a built-in monitoring system to watch for suspicious mail. E-mail is monitored for specific inappropriate words or phrases. Any questionable e-mail will be sent to the teacher's "Blocked" folder, which can then be reviewed before deleting or sending it on.

To open e-mail accounts for your students using Gaggle.Net visit:
http://www.gaggle.net/

Using other mail accounts

There are several other mail accounts which would allow you to create e-mail accounts. To use e-mail facilities, you must have an e-mail account on any of the e-mail servers. Amongst such servers, Web-based e-mail servers are most flexible. You can operate such accounts from anywhere in the world from a computer which has an Internet connection and a Web browser.

However, not all e-mail accounts are suitable for student use. A lot of unsolicited mails are received in certain e-mail accounts and hence it is very important for the teachers to carefully monitor when students setup their e-mail accounts.

The steps required for setting up an e-mail account, signing in, sending and receiving mails , creating an address book and sending and receiving e-mails with attachments using ePALS webmail are provided in Appendix C.

Activity 4

Viewing Sample Multimedia Presentations (30 minutes)

Description: In the next module you will, pretend to be a student in your classroom and create a student sample multimedia presentation that will become a component of your Project Portfolio. Develop the presentation so that it meets your targeted student learning objectives and helps to answer your Curriculum-Framing Questions. Make sure that the language and content are age-appropriate. This sample should meet your expectations for content and design.

View sample multimedia presentations located in the *Module 5, Activity 4* folder on the Program CD-ROM.

You may want to check the following Web sites for additional multimedia presentation ideas:

Internet Investigations: Unsolved Mysteries
http://www.kyrene.k12.az.us/schools/brisas/sunda/mystery/Lessonplan.htm

Technology-Supported Lesson Plans
http://edtech.boisestate.edu/bridges/tslessons.htm

Ideas for Using Microsoft* PowerPoint* in Your Classroom

Recommended Educational Applications for Student Multimedia Reports**

- For class presentations
- For group projects
- To present charts and tables
- To show data stored in graphic organizers
- To incorporate research from the Microsoft* Encarta* multimedia encyclopedia, the Microsoft* Bookshelf* CD-ROM reference library, and the Internet
- To develop a personal picture story book
- To show the results of surveys and questionnaires
- To present science fair projects
- To create non-linear projects

List ideas for integrating multimedia presentations into your Project Portfolio.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Be sure to go over the Take-Home Activity with participants.

You may want to encourage your participants to review Module 6 prior to the next session so that they know what to expect and are prepared for the activities.

Important: Verbally remind participants that they should be planning this presentation from a student's perspective.

TAKE-HOME ACTIVITIES (10-minute overview)

Activity 1: Planning the Multimedia Presentation

Step 1: Planning the Content

Remember that you are creating your sample as if you were a student. Consider the age of the students you are working with, the type of content you would expect them to present, and their intended audience. As you develop the presentation, think about how targeted student learning objectives will be achieved. The final product should help to answer your Lesson's Curriculum-Framing Questions.

To learn how presentations can be designed so that they are more about content than flashy multimedia effects, you may want to visit:

From Now On: The Educational Technology Journal
Scoring Power Points
http://www.fno.org/sept00/powerpoints.html

List your ideas below.

Note: If you prefer to type your plans, a planning worksheet is available in the *Module 5, Worksheets* folder on the Program CD-ROM. To save the worksheet, press ***Ctrl+S***, then click ***OK*** at the prompt. Open an appropriate folder location. Name the file and click ***Save***.

Overall goal:

Title of my student presentation:

Elements necessary to address the Essential and Unit Questions:

Topics and reference materials I will research on the Internet:

Other resources I will use in the creation of my student presentation:
(for example, Microsoft* Encarta*, textbooks, other printed resources)

____

____

To achieve targeted student learning objectives, my student multimedia presentation will include:

☐ Description of a project including purpose, materials, procedure, results:
____
☐ Hypothesis: ____
☐ Proposal or plan for: __________________________________
☐ Interpretation of: ____________________________________
☐ Justification for: ____________________________________
☐ Comparison/contrast of: _______________________________
☐ Evaluation of: ______________________________________
☐ Analysis or appraisal of: ______________________________
☐ Charts or graphs: ____________________________________
☐ Suggested links and descriptions of appropriate Web sites
☐ Scanned student-created illustrations or computer-assisted graphics
☐ Works cited (bibliography)
☐ Other: ____
☐ Other: ____

To ensure that content is the primary focus, my student multimedia presentation will have:

☐ Minimum of _____ /maximum of _____ slides
☐ Minimum of _____ /maximum of _____ graphics, photographs or animations
☐ Minimum of _____ /maximum of _____ Web links
☐ Minimum of _____ /maximum of _____ resources
☐ Minimum of _____ /maximum of _____ sounds
☐ Minimum of _____ /maximum of _____ video clips

Step 2 : Creating a Presentation Storyboard

Remember that you are creating this presentation as if you were a student in your classroom. Use the storyboard to plan the content and layout. As you develop the presentation, think about how your targeted student learning objectives will be achieved.

Note: If you prefer to type your storyboard, a worksheet is available in the *Module 5, Worksheets* folder on the Program CD-ROM. To save the worksheet, press ***Ctrl+S***, then click ***OK*** at the prompt. Open an appropriate folder location. Name the file and click ***Save***.

Slide 1 Title: Include:	Slide 2 Title: Include:
Slide 3 Title: Include:	Slide 4 Title: Include:
Slide 5 Title: Include:	Slide 6 Title: Include:

Activity 2

Reflection Log

Step 1: Pondering over the reflective questions.

To begin with, reflect on the following questions:

- How do you think you would use e-mail in your classroom to enhance your students' learning?
- While working on the student samples, why are you role-playing as a student? How would it help you as teacher?

Step 2: Enter your reflections in the Reflection Log.

After you reflect on the above questions write down your thoughts in the Reflection Log .

Note: The Reflection Log sheets are available after Module 17 in the Curriculum Binder.

Notes:

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Overview

PAIR AND SHARE

Sharing Multimedia Plans (15 minutes)

Share: Your Student Multimedia Plans and Storyboard.

PEDAGOGICAL PRACTICES

Discussing Internet Safety (15 minutes)

Discuss: Internet safety and guidelines for publishing student work and photographs on the Web.

ACTIVITIES

Activity 1: Creating Multimedia Presentations (1 hour, 25 minutes)

Create: A multimedia presentation that will serve as a student sample in your Project Portfolio.

Activity 2: Evaluating Student Samples (15 minutes)

Evaluate: Your student sample presentation according to the Project Portfolio Evaluation Scheme.

Activity 3: Revisiting Lesson Plans (20 minutes)

Modify: Lesson Plan learning objectives and procedures.

Activity 4: Viewing Multimedia Evaluation Tools (15 minutes)

View: Sample multimedia evaluation tools from the Program CD-ROM.

TAKE-HOME ACTIVITIES (15 minutes)

Activity 1: Creating Multimedia Evaluation Tools

Create: A multimedia evaluation tool for assessing student learning.

Activity 2: Reflective Thinking

Ponder: Over the Reflective Questions

Enter: Your reflections in the Reflection Log.

Hand out Pair and Share cards and ensure that different participants work with one another in subsequent Pair and Share sessions.

After pairing, ask participants to share with the rest of the class anything they learned or found particularly valuable.

PAIR AND SHARE (15 minutes)

Description: During this activity, you will exchange and share your multimedia storyboard and plans for your student sample. Also share your essential and unit questions and discuss how the student multimedia presentation will help to answer those questions.

After sharing your plans, provide feedback to one another.

List any new ideas you have for your sample multimedia presentation.

PEDAGOGICAL PRACTICES (15 minutes)

Description: Safety procedures and appropriate Internet use need to be addressed before students are given access to the Internet and/or individual e-mail accounts.

How do you protect students from accessing Web sites that contain inappropriate material and from interacting with individuals who may pose a threat? How do you encourage students to use the Internet appropriately and stay on task?

One way to promote student safety and effective use is to establish an Acceptable Use Policy (AUP). An AUP is a written agreement signed by students, their parents, and teachers outlining the terms and conditions of Internet use. The AUP should include guidelines for appropriate Internet searching, publishing student names, pictures (video or still), and audio clips to the Internet. However, AUPs alone are not enough to keep your students safe and working productively. Discuss what teachers need to do to help keep students safe on the Internet.

You may want to check the following Web sites for information regarding student safety.

Child Safety on the Information Highway
http://www.safekids.com/child_safety.htm

Family Contract for Online Safety
http://www.safekids.com/contract.htm

Teen Safety on the Information Highway
http://www.safekids.com/safeteens/safeteens.htm

Internet Safety Quiz for Kids
http://www.missingkids.org/quiz/internetquiz.html

Note: For easy access, links to these Web sites are available in the *Module 6, Web Sites* folder on the Program CD-ROM. Web links to sample AUPs and parent permission forms to post student work on the Web are located in the *Module 6, Pedagogical Practices* folder on the Program CD-ROM.

Spend ten minutes discussing ways to protect students when they use the Internet.

List and share your ideas.

1. ______________________________________

2. ______________________________________

3. ______________________________________

4. ______________________________________

5. ______________________________________

ACTIVITIES

Activity 1

Creating Student Multimedia Presentations (1hour, 25 minutes)

Description: Remember that you are creating your sample as if you were a student. Develop the presentation so that it meets your targeted student learning objectives and helps to answer your Curriculum-Framing Questions. Make sure that the language and content are age-appropriate. This sample should meet your expectations for content and design.

Step 1: Beginning a Multimedia Presentation

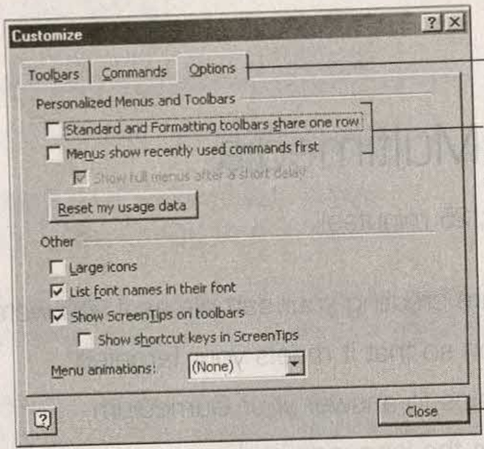
One way to focus your students' attention on the content of their presentations is to ask them to create their presentation in the Outline View.

Starting Microsoft* PowerPoint*

1. Click the ***Start*** button, point to ***Programs***, and then click ***Microsoft* PowerPoint****.
2. Click ***Blank Presentation***. Click ***OK***.
3. Choose the Title Slide (the one in the upper left hand corner). Click ***OK***.
4. PowerPoint displays the blank title slide in Normal view.

Customizing Toolbars and Menus:

1. On the ***View*** menu, point to ***Toolbars***, and then make sure that ***Standard*** and ***Formatting*** are checked.
2. Change your toolbar viewing so that all menu options appear and are not hidden: On the ***View*** menu, point to ***Toolbars***, and then click ***Customize***.
3. Click the ***Options*** tab. Clear the ***Standard and Formatting toolbars share one row*** and ***Menus show recently used commands first*** check boxes.



Customize

Toolbars | Commands | Options

Personalized Menus and Toolbars

☐ Standard and Formatting toolbars share one row

☐ Menus show recently used commands first

☑ Show full menus after a short delay

Reset my usage data

Other

☐ Large icons

☑ List font names in their font

☑ Show ScreenTips on toolbars

☐ Show shortcut keys in ScreenTips

Menu animations: (None)

Close

Click the *Options* tab

Clear the *Standard and Formatting Toolbars share one row* and *Menus show recently used commands first* check boxes

Click *Close*

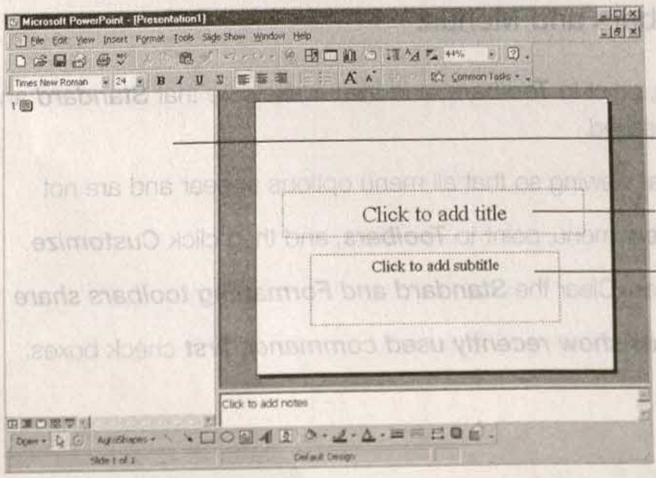
4. Click ***Close***.

Step 2: Creating an Outline

Outlining your presentation before adding visuals, animations, and sounds helps to ensure that the focus is on the content. To outline your presentation using PowerPoint, follow these steps:

1. Click the ***Click to add title*** box, and then type a title for your presentation.
2. Click the ***Click to add subtitle*** box, and then type your names.
3. On the ***View*** menu, point to ***Toolbars***, then click ***Outlining***. The Outlining toolbar will appear on the left side of your screen.
4. Click inside the open area on the left (called the Outline Pane) to create an outline. You will observe the contents you have entered on the first slide are already inside this pane.

Note: (Using the Outline Pane will help you organize your thoughts and focus on the presentation content.)

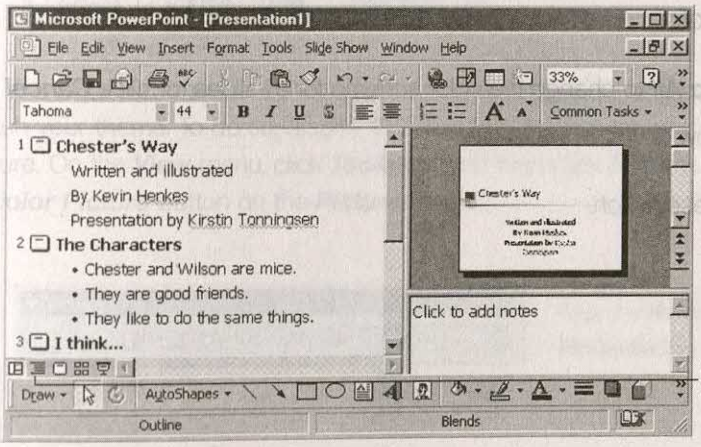


Click in the Outline Pane

Click to add title

Click to add subtitle

5. To change to a new slide rather than continuing to type on slide one, place your cursor after the last word,press ***Enter*** then click ***Promote*** on the Outline Toolbar (or Shift-Tab). You will now move to the second slide.
6. In the Outline Pane, type the slide title for your second slide. Press ***Enter***. You are on the third slide.
7. To change the text so that it appears below the title of the second slide rather than creating a new slide, click ***Demote*** (or Tab).
8. Add the appropriate text. Each time you press ***Enter***, you will create a new bulleted item.
9. To add the third slide after your last item, press ***Enter*** and then click ***Promote*** (or Shift-Tab).
10. Repeat steps 5-9 to add additional slides and text.
11. Use the Outline Pane to organize your thoughts for your presentation. For a larger outline area, you can also click the ***Outline View*** ***button*** at the bottom left of your screen.


Microsoft PowerPoint - [Presentation1]
File Edit View Insert Format Tools Slide Show Window Help
33%
Tahoma
44
B I U S
Common Tasks
Chester's Way
Draw
AutoShapes
Outline
Blends

1 Chester's Way
Written and illustrated
By Kevin Henkes
Presentation by Kirstin Tonningsen
2 The Characters
- Chester and Wilson are mice.
- They are good friends.
- They like to do the same things.
3 I think...

Click to add notes

Click on the *Outline View* button.

Note:You can also add a new slide to the presentation by clicking on ***New Slide*** . Choose an Auto Layout in the ***New Slide*** dialog box, and then click ***OK***.

12. You can move from slide to slide either by clicking on the desired slide's text in the Outline View or by clicking in the scrollbar area.
13. When you have finished outlining your presentation, click the ***Slides*** tab to view the slide layout of your presentation.
14. Locate and open your Portfolio folder. Open the ***student_samples*** folder. Open the ***student_presentation*** folder.
15. Name your file.
16. Click ***Save***.

Step 3: Adding Basics to your Presentation

The following directions will assist you in the creation of a professional-looking presentation.

Adding a Background Design

1. On the ***View*** menu, click ***Normal.***
2. On the ***Format*** menu, click ***Apply Design Template.***
3. Select a background theme for your slides, and then click ***Apply.***
4. To change the color scheme of the selected design, on the ***Format*** menu, click ***Slide Color Scheme.***

Note: If you are creating overhead transparencies, use a light background color.

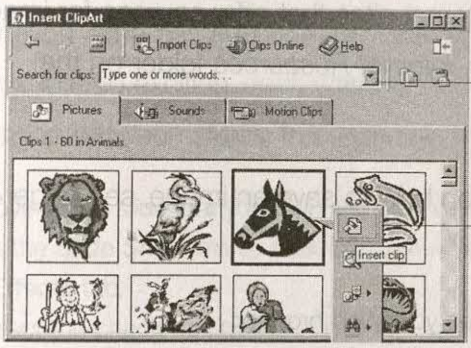
5. Click ***Apply to All*** to change the color scheme for all slides, or click ***Cancel*** to exit the window.
6. ***Save*** your presentation.

Adding Graphics from ClipArt

1. On the ***Insert*** menu, click ***Picture,*** and then click ***ClipArt.***

2. Click a category or type a keyword in the ***Search for clips*** box to locate the picture you want.

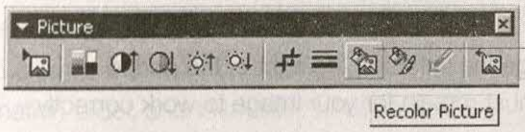
3. Click an image. In the menu that appears, click the top button to insert the image.



Type a keyword in the *Search for clips* box to locate the picture you want.

Click the top button to insert the image.

4. It is possible to change the colors of some of the basic pieces of clip art to match your theme. To do so, display the slide with the clip art, and then click the picture. On the ***View*** menu, click ***Toolbars***, and then click ***Picture.*** Click the ***Recolor Picture*** button on the ***Picture*** toolbar.



Click the *Recolor Picture* button.

Remind participants to follow copyright laws and to update their Works Cited document.

Adding Graphics from the Internet

With a few exceptions, it is within copyright law to take pictures from the Internet and use them for educational purposes in your classroom. However, if you use these pictures on a Web site or in a widely distributed publication, you may be in violation of copyright law. Check each Internet site to see whether it has restrictions or disclaimers for using its images. A list of Internet sites that offer sources for images can be found in the *Resources, Internet Resources* folder on the Program CD-ROM.

For more detailed instructions on how to save an image, see page 4.20.

1. Without closing PowerPoint, open your Web browser.
2. Locate the Web site that contains the graphics you want to use in your presentation.
3. Right-click the image you want to use.
4. Click ***Save Picture As***.
5. Locate and open your ***Project Portfolio*** folder, and then open your ***images_sounds*** folder.
6. Name the file. Do not change the letters to the right of the period (.gif or .jpg). These letters must remain for your image to work correctly.
7. Click ***Save***.
8. Return to your presentation.
9. On the ***Insert*** menu, point to ***Picture***, and then click ***From File***.
10. Locate your ***images_sounds*** folder. Click once on your image file, and then click ***Insert***.
11. Save your presentation.

Adding Animations

You can animate text, graphics, sounds, movies, charts, and other objects on your slides to focus on key points, control the flow of information, and add interest to your presentation.

Adding Animation Schemes

Animation schemes add pre-set visual effects to text on slides. Ranging from subtle to exciting, each scheme usually includes an effect for the transition between slides, the slide title, and the body text.

1. Move to the slide that you wish to add the animation effects to.

2. On the *Slide Show* menu, click ***Custom Animation***, and then click the **Effects** tab.

3. Select the check box next to the text or object you want to animate, under *Check to animate slide objects.*

4. Under Entry animation and sound and Introduce text (if you are animating text), select the options you want.

Note: You can click the question mark button if you need help on an option.

5. Repeat steps 3 and 4 for every object you want to animate on other slides.

6. Click the ***Order and Timing*** tab.

7. To change the order of animation, select the object you want to change under Animation order, and then click one of the arrows to move the object up or down in the list.

8. To set the timing, select the object and then do one of the following:

- **a.** To start the animation by clicking text or object, click ***On Mouse Click***
- **b.** To start the animation automatically, click ***Automatically***, and then enter the number of seconds you want to have elapsed after the previous animation.

9. To preview animations, click ***Preview***.

10. Save your presentation.

Step 4: Enhancing Your Presentation

Decide which additional design features you want to add to your presentation. Each feature should enhance the content. Too many sounds and images can detract from the purpose of the presentation. Remember to follow copyright and trademark laws, include source citations when appropriate, and save your work frequently.

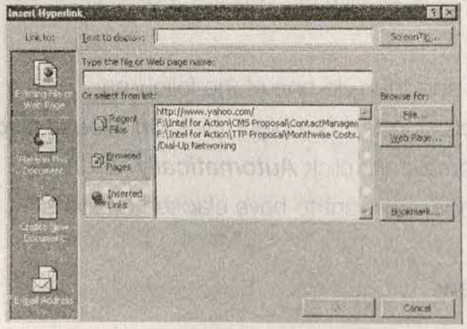
Adding a Hyperlink

From a PowerPoint slide, you can create links to Web sites or to other files on your computer.

Note: In order for a link to a Web site to function, you must have an Internet connection on the computer showing the presentation. In order for links to files to work properly, the location of the file must remain the same in relation to the presentation.

Adding a Hyperlink to a Web Site

1. Select the text or image that you want to link to a Web site.
2. On the ***Insert*** menu, click ***Hyperlink***, or click the ***Insert Hyperlink*** button on the Standard toolbar.
3. If you have recently viewed the Web site that you want linked, it may be available in the list located in the middle of the ***Insert Hyperlink*** dialog box. Click the ***Browsed Pages*** button and select the address in the list.

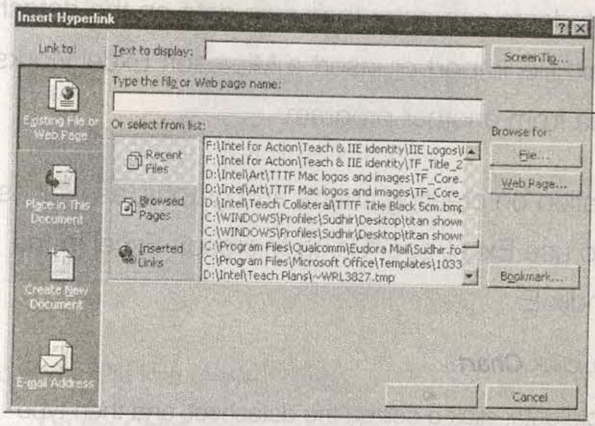


http://www.yahoo.com/
F:\Intel for Action\CMS Proposal\ContactManagen
F:\Intel for Action\TTP Proposal\Monthwise Costs.
/Dial-Up Networking

4. If the address is not available in the list:
   a. Open your Internet browser to the desired Web site. Click the address field so that it is highlighted and press ***Ctrl-C*** to copy the address.
   b. Return to your presentation and the ***Insert Hyperlink*** dialog box. Click once in the ***Address*** text box, and press ***Ctrl-V*** to paste the address.
5. Click ***OK***.
6. Save your presentation.

Adding a Hyperlink to a File

1. Select the text or image you want to link to a file.
2. On the ***Insert*** menu, click ***Hyperlink***, or click the ***Insert Hyperlink*** button on the Standard toolbar.
3. If you have recently opened the file that you want linked, it may be available in the list located in the middle of the ***Insert Hyperlink*** dialog box. Click the ***Recent Files*** button and select the appropriate file in the list.
4. If the file name is not available in the list, click the ***Browse for File*** button and in the ***Link to File*** dialog box, locate the appropriate file. Click ***OK***.



```
F:\Intel for Action\Teach & IIE identity\IIE Logos\I
F:\Intel for Action\Teach & IIE identity\TF_Title_2
D:\Intel\Art\TTTF Mac logos and images\TF_Core.
D:\Intel\Art\TTTF Mac logos and images\TF_Core_
D:\Intel\Teach Collateral\TTTF Title Black 5cm.bmp
C:\WINDOWS\Profiles\Sudhir\Desktop\titan show
C:\WINDOWS\Profiles\Sudhir\Desktop\titan show
C:\Program Files\Qualcomm\Eudora Mail\Sudhir.fo
C:\Program Files\Microsoft Office\Templates\1033
D:\Intel\Teach Plans\~WRL3827.tmp
```

Browse for File Button.

5. The file name you selected appears in the ***Insert Hyperlink*** dialog box. Click ***OK***.
6. Save your presentation

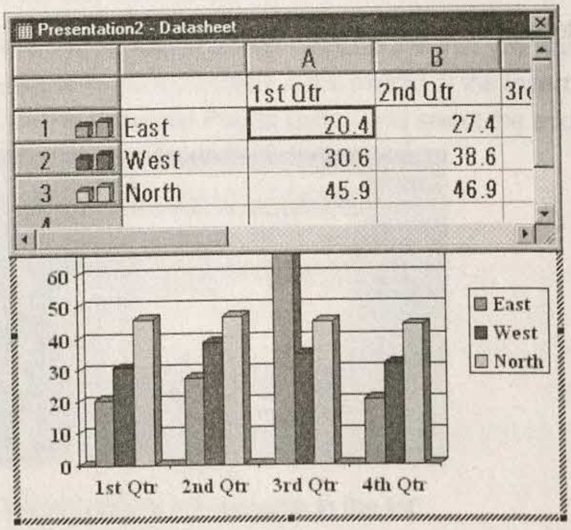
Inserting a Chart

Students can create a chart from scratch in PowerPoint, or they can import a Microsoft* Excel worksheet or chart. The default charting program for PowerPoint is Microsoft* Graph, and it is installed automatically with PowerPoint.

When students create a new chart in PowerPoint, Microsoft Graph opens and a chart is displayed with its associated data in a table called a datasheet. Students can enter their own data on the datasheet, import data from a text file, import or insert a Microsoft Excel worksheet or chart, or paste data from another program.

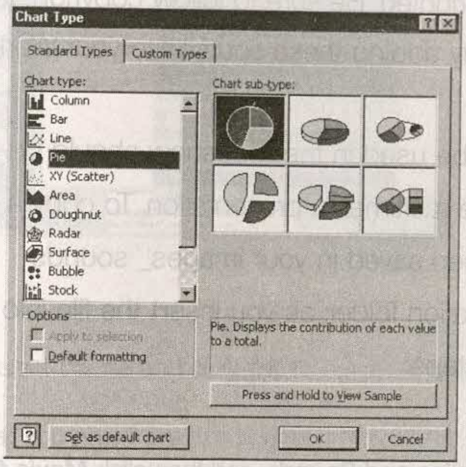
For additional information on creating charts and graphs, as well as information on how to use Excel, see "Using Microsoft Excel in the Classroom" in Appendix E.

1. On the ***Insert*** menu, click ***Chart***.
2. To replace the sample data, click a cell on the datasheet, and then type the information you want.



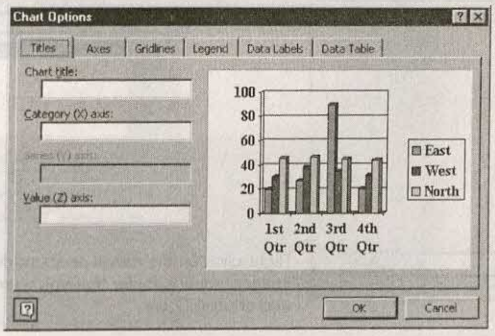
		A	B	
		1st Qtr	2nd Qtr	3r
1	East	20.4	27.4	
2	West	30.6	38.6	
3	North	45.9	46.9	

3. To change the chart type:
    a. On the ***Chart*** menu, click ***Chart Type***.
    b. On the ***Standard Types*** or ***Custom Types*** tab, click the chart type you want under ***Chart Type***.
    c. In the ***Chart sub-type***, click the chart you want, and click ***OK***.



Pie. Displays the contribution of each value to a total.

4. To add a title to a chart or axis:
    a. On the ***Chart*** menu, click ***Chart Options***, and then click the ***Titles*** tab.
    b. To add a chart title, click in the ***Chart title*** box, and then type the text you want.
    c. To add one or more axis titles, click in the appropriate box for each title, and then type the text you want. Click ***OK***.



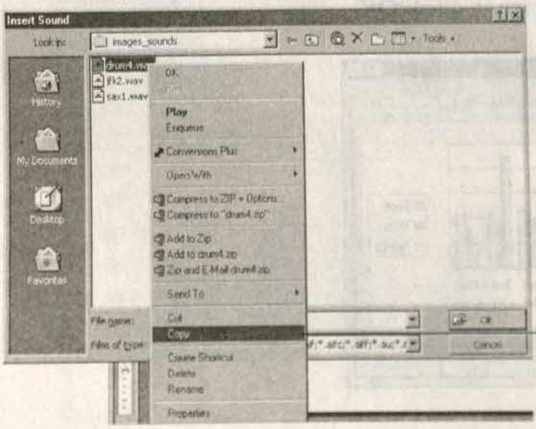
5. To return to the slide, click outside the chart.
6. To return later to edit your chart, double-click the chart.
7. Save your presentation.

Inserting a Movie Clip or Sound

You can use the Internet as a source for video (movie) and sound clips for your presentation. Refer to pages 4.21 and 4.22 for how to save movie and sound files from the Internet. Remember movie and sound clips are often copyrighted. Be sure to follow copyright law, which involves more than simply adding these sources to your Works Cited document.

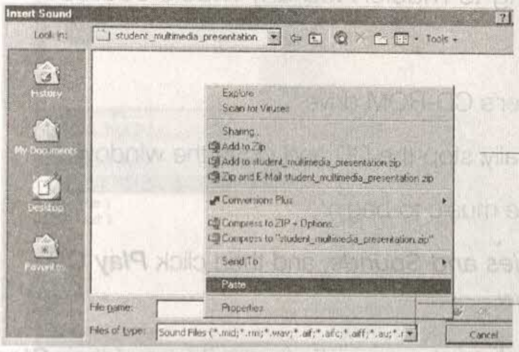
Movie and sound files that will be used in the slideshow should be saved in the same folder as the multimedia presentation. To copy a movie or sound file that has been saved in your images_ sounds folder to your student_ presentation folder, as you insert the file into the presentation, follow these steps:

1. On the ***Insert*** menu, point to ***Movies and Sounds***, and then click ***Movie from File*** or ***Sound from File.***
2. Locate the movie or sound in your ***images_sounds*** folder that you want to insert. Right-click on the file and choose ***Copy***.



Right-click on the movie or sound file in your images_sounds folder that you want to insert, and choose Copy.

3. Locate your ***student_presentation*** folder. Right-click in the white area of the window and choose ***Paste*** to paste a copy of the movie or sound file into this folder.


Insert Sound
History
My Documents
Desktop
Favorites
Tools
Explore
Scan for Viruses
Sharing...
Add to Zip
Add to student_multimedia_presentation.zip
Zip and E-Mail student_multimedia_presentation.zip
Conversions Plus
Compress to ZIP + Options
Compress to "student_multimedia_presentation.zip"
Send To
Paste
Properties
Cancel

Look in: student_multimedia_presentation

File name:

Files of type: Sound Files (*.mid;*.rmi;*.wav;*.aif;*.afc;*.aiff;*.au;*.r

Choose Paste to paste a copy of the movie or sound file into this folder.

Right-click in the white area of the window.

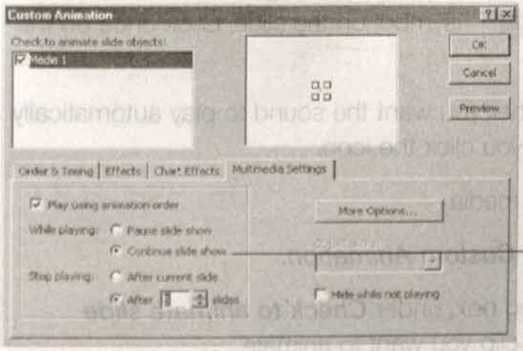
4. Select the file and click ***OK*** to insert it into your presentation.

Note: You now have two copies of the movie or sound file: one in the ***images_sounds*** folder for easy use in other presentations, and a duplicate in the ***student_presentation*** folder to ensure that the movie or sound works in this presentation.

5. When asked whether you want the sound to play automatically, click ***Yes.***

6. On the ***Slide Show*** menu, click ***Custom Animation***.

7. On the ***Multimedia Settings*** tab, select the desired play options. If you want other animations to continue while the sound is playing, or if you want the sound to play through several slides, select ***Continue slide show*** and indicate when you want the sound to stop.



Check to animate slide objects:
☑ Media 1

☑ Play using animation order

While playing: ○ Pause slide show
● Continue slide show

Stop playing: ○ After current slide
● After 3 slides

☐ Hide while not playing

If you want other animations to continue while the sound is playing, or if you want the sound to play through several slides, select Continue slide show and indicate when you want the sound to stop.

8. On the ***Order & Timing*** and ***Effects*** tabs, select the desired timing and effects.

9. When you have completed customizing how the movie or sound will play, click ***OK.***

10. Save your presentation.

emind participants that they will need
o have the CD in the CD-ROM drive
vhenever they run their presentation.

Adding Music from a CD

If you choose to add music to your presentation, be sure to review the "fair use" guidelines pertaining to music. Add any music sources to your Works Cited document.

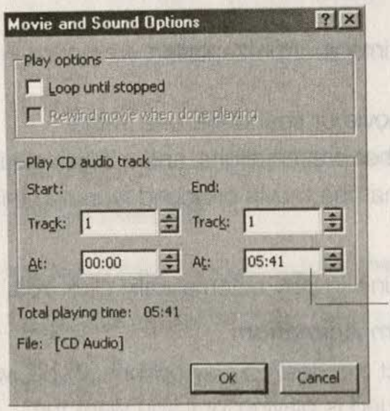
1. Place a music CD in your computer's CD-ROM drive.

2. If the CD begins to play automatically, stop the CD and close the window.

3. Go to the slide where you want the music to begin.

4. On the ***Insert*** menu, point to ***Movies and Sounds***, and then click ***Play CD Audio Track*** to display a new window.

5. In the *Movies and Sound Options* dialog box, specify the track(s) and their ***Start*** and ***End*** times.



Movie and Sound Options

Play options

☐ Loop until stopped

☐ Rewind movie when done playing

Play CD audio track

Start: Track: 1 At: 00:00

End: Track: 1 At: 05:41

Total playing time: 05:41

File: [CD Audio]

You can indicate your start and end times

6. Click ***OK.***

Note: You should see a small CD symbol on the slide. Click once on the CD symbol to select it.

7. Click ***Yes*** when prompted whether you want the sound to play automatically. If you click ***No,*** it plays only when you click the icon.

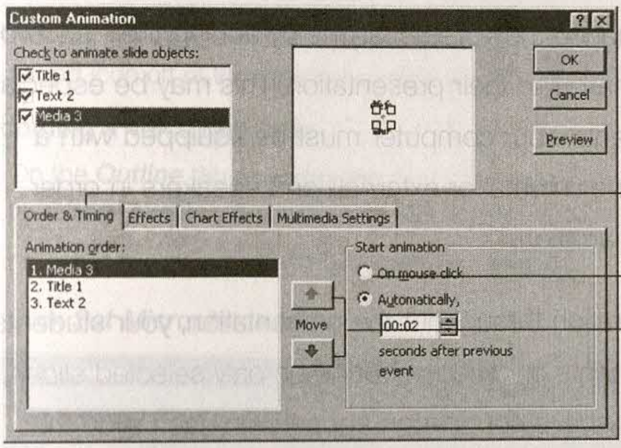
Note: Music is now referred to as media.

8. On the ***Slide Show*** menu, click ***Custom Animation.***

9. In the ***Custom Animation*** dialog box, under ***Check to animate slide objects,*** select the media (music) clip you want to animate.

10. Click the ***Order*** & ***Timing tab.***

11. In the ***Animation order*** list, use the arrows to move the selected media to the desired animation order.



Click the Order & Timing tab.

Click *Automatically*.

Use the arrows to move the media to the desired animation order.

12. With the media selected, click the *Multimedia Settings* tab and select the ***Play using animation order*** check box. Click ***OK.***

13. To make the sound play throughout your presentation, click the ***Multimedia Settings*** tab while your media is selected. Click ***More Options***, and then click ***Loop until stopped***. Click ***OK.***

14. Save your presentation.

Recording a Sound or Voice Narration

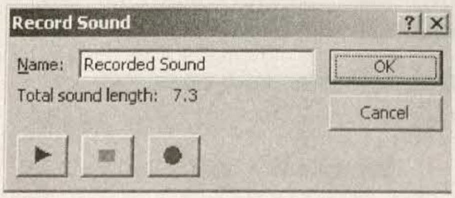
Your students can enhance their presentations by adding their voice or a sound to a slide or narrating their presentation. This may be especially helpful for young students. Your computer must be equipped with a sound card, microphone (internal or external), and speakers in order to record and hear a narration.

If you do not want narration throughout the presentation, your students can record their comments or various sounds on only selected slides. When a recording is made, a sound icon appears on each slide that contains a recording. You can either click the icon to play the sound or set the sound to play automatically. Because voice narration takes precedence over other sounds, if another sound has been inserted to play automatically in the presentation, the narration will override it.

Adding a narration is best used when the presentation will run by itself (such as at an Open House, science fair, information kiosk, etc.), and the student is not presenting it live to an audience. If the student is giving a presentation to a live audience, he/she should narrate the slides him- or herself to practice good public speaking skills.

Inserting a sound on a single slide

1. Go to the slide where you want the voice or narration to begin.
2. Locate the built-in microphone (if available) or connect an external microphone.
3. On the Insert menu, point to ***Movies and Sounds***, and then click ***Record Sound.***



Name: Recorded Sound

Total sound length: 7.3

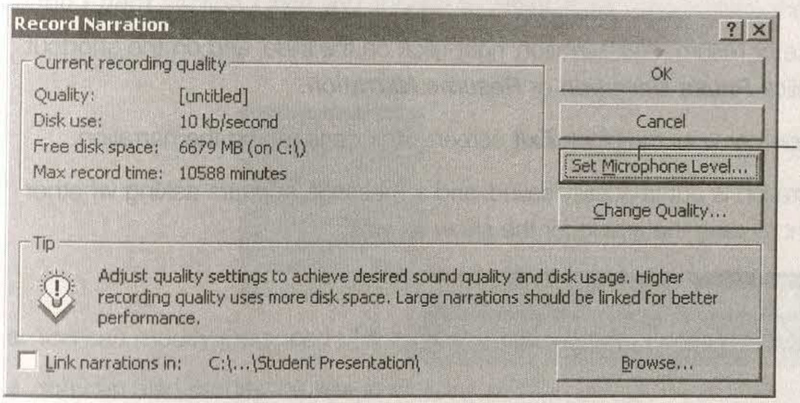
4. To record the sound or voice comment, click the ***Record*** ● button and begin speaking or begin the sound you wish to record.
5. When you are finished recording, click the ***Stop*** ■ button.

7. A sound icon appears on the slide.

Note: If you have set your sound to play automatically, you can move the sound icon off of the slide if you wish. It will play when that slide is viewed.

Recording a Voice Narration

1. On the ***Outline*** tab or ***Slides*** tab in Normal view, click the slide icon or slide thumbnail picture where you want the recording to start.
2. On the ***Slide Show*** menu, click ***Record Narration***.
3. Click ***Set Microphone Level***.



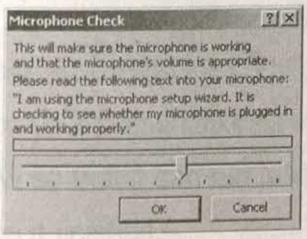
Current recording quality
Quality: [untitled]
Disk use: 10 kb/second
Free disk space: 6679 MB (on C:\)
Max record time: 10588 minutes

Tip
Adjust quality settings to achieve desired sound quality and disk usage. Higher recording quality uses more disk space. Large narrations should be linked for better performance.

☐ Link narrations in: C:\...\Student Presentation\

Click *Set Microphone Level*.

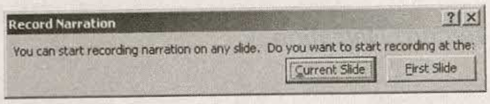
4. Read the text aloud that is contained in the Microphone Check dialog box. Your voice level should register as a green bar. Adjust the volume level with the slide bar, if necessary. If you see yellow or red, the volume is too high and the bar will automatically set to a lower level. After completing the level adjustments, click ***OK***. Then click ***OK*** on the Record Narration dialog box.



This will make sure the microphone is working and that the microphone's volume is appropriate.
Please read the following text into your microphone:
"I am using the microphone setup wizard. It is checking to see whether my microphone is plugged in and working properly."

5. If you are on the first slide, your presentation will immediately begin in Slide Show view. Speak your narration into the microphone, then click the mouse to continue to the next slide. Continue the narration on all slides until the presentation finishes.

6. If you are on any other slide besides the first slide, the Record Narration dialog box will appear before the Slide Show begins. Select where you want the narration to begin. To start the narration on the first slide in the presentation, click ***First Slide***. To start the narration on the currently selected slide, click ***Current Slide***. Your presentation will immediately begin in Slide Show view. Speak your narration into the microphone, then click the mouse to continue to the next slide. Continue the narration on all slides until the presentation finishes.

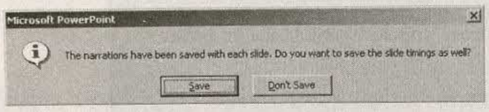


You can start recording narration on any slide. Do you want to start recording at the:

7. To pause or resume the narration, right-click on the slide, and on the shortcut menu, click ***Pause Narration*** or ***Resume Narration***.

8. When you come to the black ***Exit*** screen, click once to end the narration.

9. The narration is automatically saved, and a message appears asking whether you want to save the timing for the show as well.



The narrations have been saved with each slide. Do you want to save the slide timings as well?

10. To save the timing (the amount of time each slide is viewed), click ***Save***. Your slides appear in Slide Sorter View, with the slide timing shown below each one.

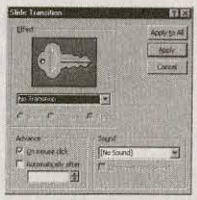
11. To cancel the timing, click ***Don't Save***. (You can record the timing separately, if you wish.)

Note: In your presentation, only one sound can play at a time. If a sound has been inserted that will play automatically, the voice narration will override it.

Adding Slide Animation

If you added an animation scheme to your presentation, you will already have created a special transition between slides. However, if you want to change or add slide transitions, follow the steps below.

1. To add a transition effect when you advance to the next slide, on the ***Slide Show*** menu, click ***Slide Transition***.
2. In the ***Slide Transition*** pane, select a slide transition from the pull-down menu in the ***Effect*** section. Once you choose an effect, it will demonstrate the effect on the selected slide.



No Transition

☑ On mouse click

☐ Automatically after

[No Sound]

3. You can modify the speed of the transition, and add a sound to the transition.
4. You can also modify the way in which your slide and/or presentation advances. In the ***Advance section***, select ***On mouse click*** and/or indicate the amount of time each slide will take to advance in the ***Automatically after*** checkbox.
5. Click ***Apply to All*** if you want to apply the setting to all the slides in your presentation; otherwise, the transition will only apply to the current slide.
6. Save your presentation.

Step 4: Setting Up a Show to Run Automatically

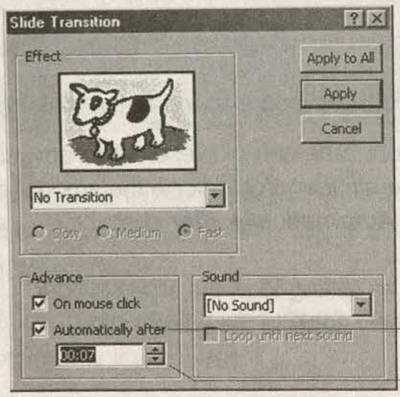
Once your presentation is complete, you may wish to set up your show so that it can run unattended and will automatically restart when it finishes.

Setting Slide Timing

1. On the ***Slide Show*** menu, click ***Rehearse Timing*** to start the show in rehearsal mode.
2. While viewing your presentation, click the space bar or the ***Advance*** button on the Rehearsal toolbar when you are ready to go to the next animation or slide.
3. When you reach the end of the slide show, it will tell you your presentation's total time. Click ***Yes*** to accept the timing. If you repeat these steps, the new rehearsal timing will replace the old ones.transitions seem too long or too short.

4. On the ***View*** menu, select ***Slide Show*** to view your presentation again and see if any of the slide transitions seem too long or too short.

5. To adjust the timing on just one slide:
    a. Return to Normal view or Slide Sorter view, and select the slide or slides for which you want to set the timing.
    b. On the ***Slide Show*** menu, select ***Slide Transition***.
    c. Under *Advance Slide*, click *Automatically after*, and then use the up and down arrows to enter the number of seconds you want the slide to appear on the screen.
    d. It will automatically adjust the advancement on the slides you have selected. If you want to have that same timing apply to all slides, click ***Apply to All Slides***.



Slide Transition

Effect

No Transition

○ Slow ○ Medium ● Fast

Apply to All | Apply | Cancel

Advance

☑ On mouse click

☑ Automatically after

00:07

Sound

[No Sound]

☐ Loop until next sound

Click *Automatically after.*

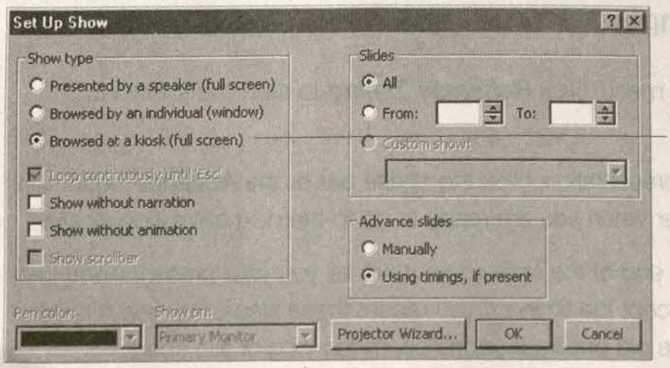
Use the up and down arrows to enter the number of seconds you want the slide to appear on the screen.

Setting Up a Self-Running Show

1. On the ***Slide Show*** menu, select ***Set Up Show.***

2. Select ***Browsed at a kiosk (full screen)***. When you click this option, ***Loop continuously until Esc*** is automatically selected.

3. Click ***OK***.



Set Up Show

Show type

○ Presented by a speaker (full screen)

○ Browsed by an individual (window)

● Browsed at a kiosk (full screen)

☑ Loop continuously until 'Esc'

☐ Show without narration

☐ Show without animation

☐ Show scrollbar

Slides

● All

○ From: To:

○ Custom show:

Advance slides

○ Manually

● Using timings, if present

Pen color:

Show on: Primary Monitor

Projector Wizard... | OK | Cancel

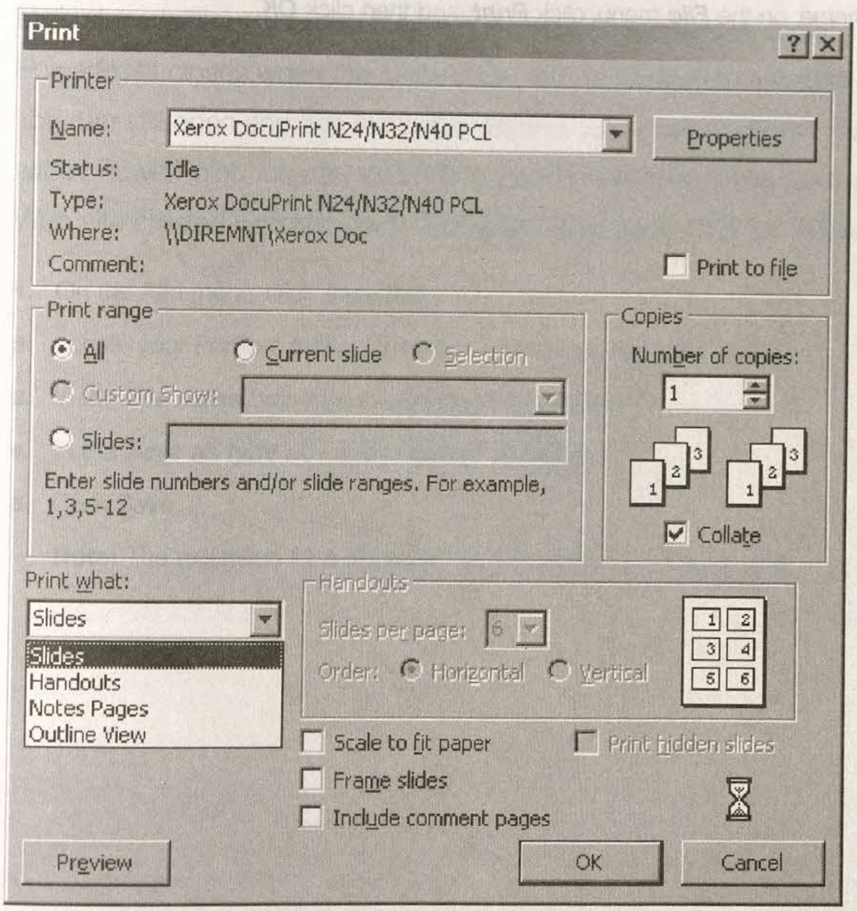
Click Browsed at a kiosk (full screen).

Step 5: Printing Slides for Transparencies or Handouts

You may want to print a presentation in the Slides, Handouts, Notes Pages, and Outline View formats to show your participants the available print options.

1. On the *File* menu, click *Print.*

2. In the ***Print what*** list, click the desired print format: ***Slides*** (for transparencies), ***Handouts, Notes Pages*** (if you want speaking points printed with the slides), or ***Outline View*** (to print just the outline format).



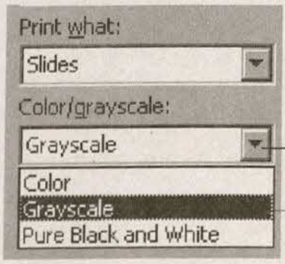
Name: Xerox DocuPrint N24/N32/N40 PCL
Status: Idle
Type: Xerox DocuPrint N24/N32/N40 PCL
Where: \\DIREMNT\Xerox Doc
Comment:

Enter slide numbers and/or slide ranges. For example, 1,3,5-12

Number of copies: 1

Print what: Slides

3. To adjust contrast, in the ***Color/grayscale*** list, select ***Grayscale*** or ***Pure black and white*** depending upon your color scheme or background in order to print black and white transparencies. Click ***OK***.



Print what: Slides

Color/grayscale: Grayscale

Adjust contrast, in the ***Color/grayscale*** list, select ***Grayscale***.

4. If you are printing in color, you may need to change the color scheme if the print still has too much background color. To change the color scheme, ***Cancel*** out of the Print dialog box.
    - **a.** On the ***Format*** menu, click ***Slide Color Schemes***
    - **b.** Click the ***Standard*** tab and then choose a color scheme more suitable for printing.
5. To display the ***Print*** dialog box again and print the slides using the new color scheme, on the ***File*** menu, click ***Print***, and then click ***OK***.

Step 6: Saving a Multimedia Presentation in Different Formats

Explain why you would want to save in different formats.

Saving a Presentation as a PowerPoint Show

Saving your presentation as a PowerPoint Show allows you or others to open your presentation and view it as a finished and polished slide show without showing the menus before and after the show. PowerPoint closes when the show ends, and you return to the desktop. You can still open and edit the presentation if you open the show from within PowerPoint. You can also link to your PowerPoint Show from your Web site created with Microsoft* Publisher. (See page 10.15 for details.)

1. On the ***File*** menu, click ***Save As***.
2. Locate your Portfolio folder. Open the *student _presentation* folder.
3. In the ***File name*** box, type a name for the presentation.
4. In the ***Save as type*** box, click ***PowerPoint Show***.
5. Click ***Save***.

Note: The extension for a file saved as a PowerPoint Show is .pps.

Saving a Presentation as a Web Page

Saving your presentation as a Web page allows your audience greater interaction and choice of which slides to view. In addition, presentations saved in this format can be viewed with any Web browser. You do not need PowerPoint to view a presentation. When you save your presentation as a Web page, PowerPoint saves all slides as .html files, and all image and associated files are created in a linked Web folder.

Note: Animations and transitions are lost and some formatting may be changed.

1. On the ***File*** menu, click ***Save as Web Page***.
2. Locate your Portfolio folder. Open the ***student_presentation*** folder.
3. Accept the default file name or click the ***Change Title*** button to rename the title that will appear in the browser's title bar.
4. Click ***Save***.

   Note: Use alphanumeric characters, no spaces.

5. To view your presentation as a Web page, double-click the html file just outside of the Web files folder that has automatically been created by PowerPoint when you selected *Save as Web Page*.

Note: The extension for a file saved as a Web page is either .htm or .html. PowerPoint saves all slides and images in a linked Web folder; slides are saved as HTML files and images are saved as JPG or GIF files.

Saving with Pack and Go

When you want to run a slide show on another computer, you can use the *Pack and Go* Wizard to pack your presentation. The Wizard packs all of the files and fonts used in the presentation and puts them on diskette(s) or a network location. If you intend to run your presentation on a computer that does not have PowerPoint installed, you have the option of including the PowerPoint Viewer. You can include linked files as part of your package, such as audio and video files, and if you use TrueType* fonts you also can include them. If your presentation is too large for a single diskette, *Pack and Go* will allow you to save your presentation on as many diskettes as it needs. If you make changes to your presentation after you use the *Pack and Go* Wizard, just run the Wizard again to update the package.

To pack a presentation for use on another computer:

1. Open the presentation you want to pack, and insert a blank floppy disk in your floppy disk drive.
2. On the ***File*** menu, click ***Pack and Go***. Follow the instructions in the *Pack and Go Wizard*. If prompted, insert another disk. If you need to use more than one disk, be sure to label the disks by number (1st, 2nd, 3rd, and so forth).

Remind participants that they cannot open the *Pack and Go* file from within PowerPoint. The presentation must first be extracted.

To unpack the presentation to run on another computer:

1. Insert the disk with the packed presentation into the floppy drive of the computer you plan to use.
2. In Windows Explorer or My Computer, locate the packed presentation on the floppy disk, and then double-click ***Pngsetup***.
3. Enter the destination where you want the presentation installed.
4. If applicable, insert the other disks when prompted.
5. After the *Pack and Go* file is extracted, you can choose to have the presentation start immediately or to open the file in the normal manner (by double-clicking it in Windows Explorer or My Computer or by opening it from within PowerPoint).

Activity 2

Evaluating Student Samples (15 minutes)

Description: During this activity, you will reflect on your student presentation to ensure that it aligns with the targeted objectives. You may also add learning objectives you addressed while creating this presentation that you did not foresee or include in your initial Lesson Plan. The use of technology should enable your students to work better, faster, smarter, or more in-depth. Ask yourself if this student presentation demonstrates enhanced student learning because it integrates technology effectively. Does your student sample address the Essential and Unit Questions?
Is it possible to implement the activity in your classroom?

It is important to distinguish between what your students produce and why you want them to produce it. Answers to the "what" question typically include products or things, such as publications, reports, or Web sites. However, answering "why" it is valuable to create these products gets at the heart of your learning objectives. Reflect on the "why" during this activity and you will likely identify learning objectives that you had not originally included. In the next activity, you will add any new objectives to your Lesson Plan.

Use the Student Sample Evaluation Checklist on the following page to review your student presentation. In the Comments section, note any needed revisions.

Student Sample Evaluation Checklist

Evaluation Criteria	Checklist	Comments
Integration of Technology	In what way is your student sample engaging, age appropriate, beneficial to student learning, and supportive of higher-level thinking skills?	
	How does the use of technology enable your students to work better, faster, smarter, or more in-depth?	
	How is technology integral to the success of your Lesson Plan?	
	How does the student sample exhibit a clear relationship between the use of technology and student learning?	
Student Learning	In what way does the student sample demonstrate students ability to interpret, evaluate, theorize, and/or synthesize information?	
	How does the student sample demonstrate understanding of targeted learning objectives and address the Essential and Unit Questions?	
	Does the student sample align with the established guidelines of the School Examination Board for the targeted subject area(s)?	
	How does your student sample provide accommodations to support different levels of learners?	
Implementation	Is it possible to implement this activity in your classroom?	

Activity 3

Revisiting Lesson Plans (20 minutes)

Description: During this activity, you will begin drafting the Procedures section and modifying other sections of your Lesson Plan. In the Procedures section, describe the learning activities in which your students are engaged throughout the course of your Lesson. Be sure to include a clear picture of the instructional cycle.

1. Open your Lesson Plan.
2. In the Procedures section you may wish to include the following:
   - Overview or introduction of the Lesson to your students
   - Student activities/tasks, such as:
     - Student pre-planning activities – brainstorming, discussion
     - Hands-on activities – Science labs, field trips, simulations, manipulatives
     - Research – library, guest speakers, print and electronic resources, Internet
     - Guided, collaborative, and independent work
     - Planning and development of student presentations
     - Presentation of student work
   - Estimated time for each activity/task
3. Reflect on your student multimedia presentation sample and procedures. Review your prioritized list of the established guidelines of your School Examination Board , and modify them, if necessary.
4. Review the objectives section and, if needed, modify the student learning outcomes.

Activity 4

Viewing Sample Multimedia Evaluation Tools (15 minutes)

Description: During this activity, you will view multimedia evaluation tools located on the Program CD-ROM. You may also choose to view additional samples from the Web sites listed below. During the Take Home activity of this module, you will be preparing a draft of the evaluation tool on paper and in the next module you will be creating it on the computer using Microsoft* Word.

View sample multimedia evaluation tools located in the *Module 6, Activity 4* folder on the Program CD-ROM.

Note: Remember to note down key points that you would like to incorporate in your evaluation tool for assessing your student multimedia presentation as you view the different samples.

You may want to check the following Web sites for additional multimedia assessment ideas.

Creating Rubrics: Inspire Your Students and Foster Critical Thinking
http://www.teachervision.com/lesson-plans/lesson-4521.html

Student Web Page/Multimedia Project Rubric
http://www.ncsu.edu/midlink/rub.mm.st.htm

Down on the Farm: Evaluation
http://www.esc20.net/etprojects/formats/webquests/friends/farm/evaluation.htm

If We Build It, Will They Stay?
Research, Multimedia Presentation, Team Work Rubric
http://www.esc20.net/etprojects/formats/webquests/summer99/northside/spurs/rubric.html

Rubistar
http://rubistar.4teachers.org/
This site assists with the creation of rubrics. However, the content generated will be very generic. If you use this site, be sure to edit the text so that it contains specific content requirements. You can copy and paste the completed rubric into a Microsoft Word document or save the page in HTML format.

Note: For easy access, links to these Web sites are available in the *Module 6, Web Sites* folder on the Program CD-ROM.

Be sure to go over the Take-Home Activities with the participants.

You may want to encourage your participants to review Module 7 prior to the next session so that they know what to expect and are prepared for the activities.

TAKE-HOME ACTIVITIES (15 -minute overview)

Activity 1

Creating a Multimedia Evaluation Tool

Step 1: Ideas for Creating a Multimedia Evaluation Tool to Assess Student Learning

There are different types of evaluation tools such as checklists, rubrics, scoring guides, etc. Be sure to select the one that is most appropriate for your students and their projects. If you are planning to use a scoring system be sure to give more weightage to the content than the technology elements. Consider the following items when developing your evaluation tool:

Content

- The content supports the presentation's targeted objectives. The evaluation tool for evaluating the student presentation contains topic-specific criteria, such as:
  - Contains accurate interpretations of data, including at least three extrapolation predictions.
  - Demonstrates full understanding of the features and processes of plant growth and reveals the student ability to fully theorize, plan, and carry out experiments, and analyze and report conclusions of those experiments
  - Identifies at least three structures in an amphibian or reptile and explains how these structures increase its genetic survival.
  - Analyzes the pollution over the past year in our local stream and hypothesizes the factors which may have contributed to the increase in pollution. Demonstrates clear understanding of relevant concepts and processes: 1.identification of pollution and its agents; 2.description of preventive measures including recycling of sewerage water.
  - Contains a set of original drawings that accurately show the life cycle of the butterfly.

Accuracy

- There are no mistakes in spelling or grammar.
- Information is accurate, complete, useful, current, and meaningful.

Design and Layout

- ***Aesthetics:*** The presentation layout and slide order is logical and aesthetically pleasing. The design is consistent and reinforces the content message.
- ***Graphics and Pictures:*** Graphics are attractive, relevant, and support the content. Graphics are placed so as not to interfere with the content.
- ***Text, Color, and Background:*** The text is easy to read. The background is subdued and coordinates with text colors and graphics.
- ***Lists and Tables:*** Lists and tables are properly constructed and positioned.
- ***Links:*** All links work.

Cooperation and Participation

- The student shows respect and communicates and works well with other members of his or her group.
- The student is an active and contributing group member.

Step 2: Creating your Evaluation Tool

In this step you will be creating a draft of your evaluation tool on paper. As you develop your evaluation tool, remember that they should serve as instruments for authentic assessment with all targeted objectives included and contain topic-specific criteria in order to serve as a helpful scaffold for students. Given below and in the next page are a blank rubric table and a scoring guide. Be sure to select the one that is most appropriate and modify it to suit your students and their projects.

Blank Sample Rubric Table

Criteria	Excellent	Good	Satisfactory	Poor
Content				
Accuracy				
Design and Layout				
Cooperation and Participation				

Blank Sample Scoring Guide

Criteria	Description	Maximum Marks	Marks Obtained
Content			
Accuracy			
Design and Layout			
Cooperation and Participation			

Activity 2

Reflection Log

Step 1: Pondering over the reflective questions.

To begin with, reflect on the following questions:

- How would you ensure that your students would achieve their learning objectives when using multimedia?
- Would a technology based assignment need different guidelines to evaluate it? Ponder.

Step 2: Enter your reflections in the Reflection Log.

After you reflect on the above questions write down your thoughts in the Reflection Log .

Note: The Reflection Log sheets are available after Module 17 in the Curriculum Binder.

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*Other names and brands may be claimed as the property of others

PAIR AND SHARE

Sharing Presentations and Evaluation Tools (20 minutes)

Share: Your student multimedia presentation sample and evaluation tool.

PEDAGOGICAL PRACTICES

Discussing Ways to Focus Students on Content (15 minutes)

Discuss: Ways to ensure that students focus on content when using software to create multimedia presentations.

ACTIVITIES

Activity 1: Enhancing your Multimedia Sample (40 minutes)

Enhance: Your Student Multimedia Presentation Sample.

Activity 2: Creating Multimedia Evaluation Tool using Microsoft* Word (45 minutes)

Create : An electronic copy of the Multimedia Evaluation Tool.

Activity 3: Reviewing your Student Presentation and Evaluation Tool (20 minutes)

Review: Your student presentation and evaluation tool.

Activity 4: Viewing Sample Publications (30 minutes)

View: Sample newsletters and brochures from the Program CD-ROM.

Read: Ideas for using Publisher in the classroom.

TAKE-HOME ACTIVITIES (10 minutes)

Activity 1: Planning your Sample Student Publication

Plan: The content and layout of your student sample publication.

Create: A storyboard for your student sample publication.

Activity 2: Understanding Typography, Page Layout and Design

Read: “Understanding Typography.”

Activity 3: Reflective Thinking

Ponder: Over the Reflective Questions.

Enter: Your reflections in the Reflection Log.

PAIR AND SHARE (20 minutes)

Description: During this activity, you will exchange and share the student multimedia presentation and evaluation tool you created in Module 6. After sharing your samples, provide feedback to one another.

Consider the following:

- Does the student evaluation tool match the learning objectives and address the Essential and Unit Questions?
- Does the presentation sample meet the desired outcomes or expectations of the evaluation tool?

List ideas for modifying your presentation and evaluation tool.

PEDAGOGICAL PRACTICES (15 minutes)

Description: One of the risks of using multimedia presentation software is that students often get caught up in the design and advanced functions of the software without spending adequate time on the presentation's content. To enhance student learning, you must design your lesson plans to ensure that students are collecting, manipulating, and analyzing appropriate information. Spend ten minutes brainstorming ways to ensure that students focus on content that achieves learning objectives when they use multimedia presentation software.

List and share your ideas.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

ACTIVITIES

Activity 1

Enhancing Your Multimedia Sample (40 minutes)

Modify your multimedia presentation sample according to the ideas listed by you in the *Pair and Share* activity.

Activity 2

Creating a Multimedia Evaluation Tool with Microsoft* Word (45 minutes)

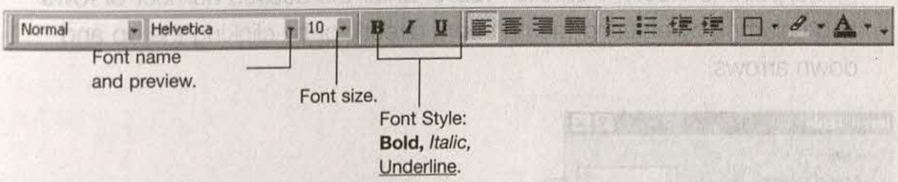
In this activity, you will create an electronic copy of your evaluation tool to assess the learning that is demonstrated in your students' multimedia presentations.

1. Click the ***Start*** button.
2. Point to ***Programs***, then click ***Microsoft Word***.

Formatting a Document

Follow the steps below to create the style of your evaluation tool's title.

1. Before typing your title, click the ***Center*** button and the ***Bold*** button on the Formatting toolbar.
2. On the Formatting toolbar, select the font, size, and color for your title. Or, on the ***Format*** menu, click ***Font*** to make your changes.



Font name and preview.

Font size.

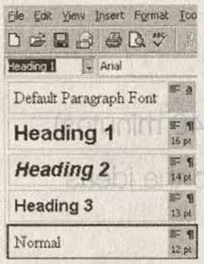
Font Style: **Bold,** *Italic,* Underline.

3. Type the title of your evaluation tool.

   Note: If you type your title before making your font selections, select the text (click, hold, and drag across the text), and then make your changes while the text is selected.

4. Press ***Enter*** twice to move the insertion point (your cursor) below the title.

5. Click the down-arrow in the ***Style*** box, then select ***Normal*** to return



Default Paragraph Font
Heading 1 16 pt
Heading 2 14 pt
Heading 3 13 pt
Normal 12 pt

6. To create a bulleted or numbered list:
   a. Press ***Enter*** to move to a new line. Click either the ***Numbering*** button or the ***Bullets*** button on the Formatting toolbar. Begin typing your first item. Press ***Enter*** to create the next bullet or number.
   b. To create a subset bulleted list, press the ***Tab*** key at the beginning of the line that you want to indent.
   c. To turn off ***Numbering*** or ***Bullets***, press ***Enter*** twice or click the ***Numbering*** or ***Bullets*** button again.

Inserting a Table

The easiest way to add a table is to use the ***Insert Table*** button on the Standard toolbar.

1. In your document, click where you want to create the table.
2. Click the ***Insert Table*** button on the Standard toolbar and drag your mouse to select the number of rows and columns you want to make. Click when the correct number of rows and columns are highlighted.
3. If you want more than four rows or five columns (a 4x5 table), on the ***Table*** menu, point to ***Insert***, then click ***Table***. Enter the desired number of rows and columns by entering the numbers directly or by clicking the up and down arrows.

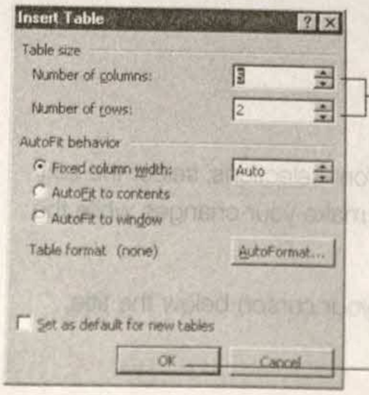


Table size
Number of columns: 3
Number of rows: 2
AutoFit behavior
● Fixed column width: Auto
○ AutoFit to contents
○ AutoFit to window
Table format (none)
☐ Set as default for new tables

Select the number of columns and rows.

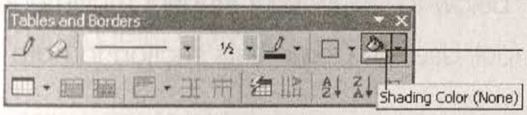
Click *OK*.

Formatting a Table

To change the format of your table, display the Tables and Borders toolbar:

1. On the ***View*** menu, point to ***Toolbars***, and then click ***Tables and Borders***. The Tables and Borders toolbar will appear.
2. Select the rows and columns you want to format. Use the buttons on the Tables and Borders toolbar to change the line style and weight, border color and type, shading color, and so forth.

Note: Move your mouse pointer over a button on the Tables and Border toolbar; wait for a moment, and a description of the button's function (a ToolTip) appears.



Move your mouse pointer over a button to view the ToolTip.

Saving a Document

1. On the ***File*** menu, click ***Save***.
2. Locate an appropriate folder in which to save your evaluation tool. If you have access to your Project Portfolio folder, open your ***Project Portfolio*** folder, the ***lesson_support*** folder, then your ***evaluations_tools*** folder.
3. In the ***File name*** box, type an appropriate file name.
4. Click ***Save***.

xplain how participants can give their
udents evaluation tools before they
egin their projects to serve as scaffolds
r student learning.

Activity 3

Reviewing your Student Multimedia Presentation and Evaluation Tool (20 minutes)

In this activity, you will compare your student multimedia presentation and evaluation tool to ensure that both target the same learning objectives. Does your student presentation meet the criteria of your evaluation tool? Does your evaluation tool contain content-specific criteria so that it will be helpful to students?

Use the Evaluation Checklist below to review your student multimedia presentation and evaluation tool. Use the Comments section to note any needed revisions.

You may also want to visit the following site to help assess your evaluation tool:

Rubric to Assess a PBL [Project-Based Learning] and Rubric
http://www.idecorp.com/assessrubric.pdf

Evaluation Checklist

Evaluation Criteria	Checklist	Comments
Student Assessment and Evaluation	How does your assessment tool accurately measure whether students have met targeted learning objectives? Does your assessment tool contain topic-specific criteria in order to serve as a helpful scaffold for students?	

Activity 4

Viewing Sample Publications (30 minutes)

Description: In the next module you will pretend to be a student in your classroom and create a student sample newsletter or brochure that will become a component of your Project Portfolio. Develop the newsletter or brochure so that it meets your targeted student learning objectives and helps to answer your Lesson's Curriculum-Framing Questions.

Step 1: Viewing Sample Newsletters

View sample newsletters located in the *Module 7, Activity 4* folder on the Program CD-ROM.

You may want to check the following Web sites for additional newsletter ideas.

Colonial Newspaper Project
http://teachers.eusd.k12.ca.us/mguerena/Coursework/ColonialAmerica/newspaper/Default.htm

Colonial Newspaper Project Checklist
http://www.mistergweb.com/publish/index.html
http://www.mistergweb.com/paper.htm - Sample newspaper

Special Edition Newspaper on the Trial of Julius Caesar
http://www.laep.org/humanitas/digitalhs/juliuscaesar.html

The Civil War Gazette WebQuest
http://www.itdc.sbcss.k12.ca.us/curriculum/civilwar.html

Caring for Cambodia: Children of the River
http://www.classroom.com/edsoasis/TGuild/Lessons/Cambodia.html

Middle Ages Newspaper (476 - 1300 AD)
http://www.sl.iusd.k12.ca.us/types_of_news_stories.htm

Lesson Plans: Creating Historical Newspapers
http://www.sfusd.k12.ca.us/schwww/sch618/GreeksMultimediaProject/Greeknewspaper/Greek_Newspaper.html

Newsworthy Journey
http://www.microsoft.com/education/lesson/productivity/journey.asp

The Write Site: Extra, Extra!
http://www.writesite.org/html/xtraxtra.html

Note: For easy access, links to these Web sites are available in the *Module 7, Web Sites* folder on the Program CD-ROM.

Viewing Sample Brochures

View sample brochures located in the *Module 7, Activity 4* folder on the Program CD-ROM.

You may want to check the following Web sites for additional brochure ideas.

Insect Travel Brochure
http://entowww.tamu.edu/academic/ucourses/ento489/noframes/lessons/lesson18.html

***The Cay* Student Activity: Hurricane Informational Brochure**
http://www.sdcoe.k12.ca.us/score/cay/caySG5.html

A Tour through the Circulatory System
http://www.questlearningskills.org/weblessons/weblesson18.htm

Travel Brochure of the Body Systems
http://www.accessexcellence.org/AE/ATG/data/released/0285-FayeCascio/index.html

Great Barrier Reef: Ecotour Guide Brochure
http://www.nationalgeographic.com/gaw/oceans/oceans_912_student.html

Musical Plates
http://k12science.ati.stevens-tech.edu/curriculum/musicalplates/assessment.html

Creating a brochure about John Steinbeck
http://www.sdcoe.k12.ca.us/score/mice/micesg1.html

Mississippi River Travel Brochure
http://www.bigmuddyadventure.com/schoolhouse/MississippiTravelBrochure.htm

Note: For easy access, links to these Web sites are available in the *Module 7, Web Sites* folder on the Program CD-ROM.

Step 2: Read Ideas for Using Microsoft* Publisher in Your Classroom

Point out that having students create publications for use outside of the classroom is motivating and may produce higher quality work. ,

Recommended Educational Applications for Student Publications**

- Find a non-profit organization in your community and volunteer to create and publish a newsletter for the organization. Students can gather information from the organization and from other outside sources to create the newsletter.
- Publish a Newsletter on the plans and achievements of your school house activities both in cultural and academic areas
- Assign students roles as editors, copyeditors, reporters, writers, and layout designers to create a club or school organization newsletter. Then have students plan, design, create, and distribute the newsletter within the school and to appropriate segments in the surrounding locality.
- Create and distribute flyers or other announcements for a school event, or social service projects. For example, prepare a brochure for announcing the Fund Raising Fete in your school
- Use the Quick Publications Wizard whenever you want to create a simple, one-page publication.
- Publish your syllabus as a calendar. Add relevant school events.
- Have students create a weekly calendar to take home to keep parents informed and involved.
- Use the Publications by Design tab to create business cards and flyers for a fundraiser that have the same look and feel as the publications you have already created.
- Organize a anti pollution drive, collect plastic handbag from people and gift them recycled paper or jute bags instead . Create promotional materials that advertise and inform.
- Prepare invitations to invite alumni, parents, and community leaders to important events.
- Create a Web site based on a lesson you are studying, with information researched during class. Create links to other educational Web sites that have additional information about the topic.
- Publish the school newsletter on the Web instead of on paper to reduce production costs.

Other Ideas for Using Publisher in Your Classroom

- Plan a special event for parents. Produce invitations, flyers, or signs to advertise the event.
- Produce a travel brochure.
- Select a historical period and create a newspaper from the perspective of an editor who lived in that era. Use data from the Microsoft* Encarta* multimedia encyclopedia or the Internet to provide background information.
- Design posters.
- Prepare a guidebook. Include the history, political structure, products, population, industries, famous places, descriptions of famous people who live there, and so forth, for the location.
- Create a brochure or advertisement. Use the Microsoft* Office tools to illustrate them.
- Create a publication for a historical figure or location. Post this publication in your classroom or school.
- Use the Airplanes or Origami Wizard to create fun projects to reinforce concepts in geometry and physics.
- Create an invitation or program for a special presentation, meeting, or concert.
- Create a menu with the focus on the different specialities from the South and North, to accompany a research project or a regional language activity on the different staple foods in our country.

List ideas for integrating Publisher into your Project Portfolio.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

TAKE-HOME ACTIVITIES (10-minute overview)

Be sure to go over the Take-Home Activities with the participants.

You may want to encourage your participants to review Module 8 prior to the next session so that they know what to expect and are prepared for the activities.

Activity 1

Planning Your Sample Student Publication

Note: If you plan to create a sample newsletter, follow the steps for "Planning a Student Newsletter" beginning on page 7.13. If you plan to create a sample brochure, follow the steps for "Creating a Student Brochure" beginning on page 7.17.

Participants will create one student publication. They may choose either a newsletter or a brochure. If they want to create a newsletter, guidelines begin on page 7.13. If they want to create a brochure, the guidelines begin on page 7.17.

Remember that you are creating your sample as if you were a student. Consider the age of the students you are working with, the type of content you would expect them to publish, and their intended audience. As you develop the newsletter, think about how targeted student learning objectives will be achieved. The final product should help to answer your Curriculum-Framing Questions. List your ideas below.

Step 1: Planning the Content of your Newsletter

Overall goal:

____

____

Title of my student publication:

____

Elements necessary to address the Essential and Unit Questions:

____

____

Topics and reference materials I will research on the Internet:

____

____

Other resources I will use in the creation of my student publication:
(for example, Microsoft* Encarta*, textbooks, other printed resources)

____

____

To achieve targeted student learning objectives, my student newsletter will include:

☐ Letter to the editor

☐ Public opinion poll

☐ Survey

☐ Point/counterpoint

☐ Inventions, discoveries, or theories

☐ Spotlight interviews

☐ Puzzles or trivia questions

☐ Upcoming and local events

☐ Appropriate advertisements or want ads

☐ Entertainment

☐ Sports

☐ Business

☐ Weather

☐ Travel

☐ Advice column

☐ Comics/Satire

☐ Scanned student-created illustrations or computer-assisted graphics

☐ Charts or graphs

☐ Works Cited (References or bibliography)

☐ Other: ______________________

☐ Other: ______________________

Step 2: Creating a Newsletter Storyboard

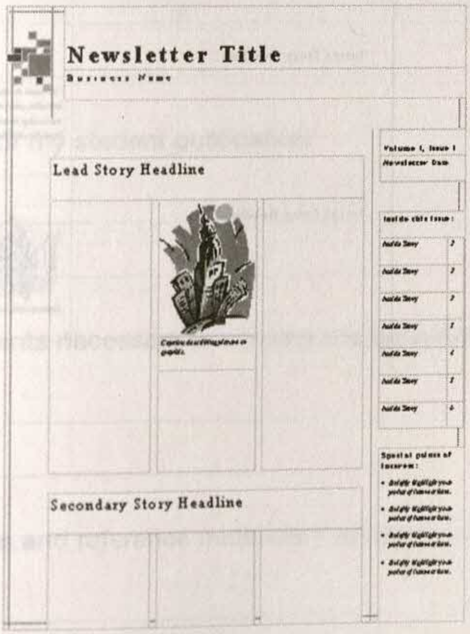
Use the storyboard and outline to plan the content and layout of your newsletter.

Note: If you prefer to type your publication storyboard, a worksheet is available in the *Module 7, Worksheets* folder on the Program CD-ROM

Newsletter Title:

____

____



Lead Story Headline:

____

____

Secondary Story Headline:

____

____

Featured Articles (Inside Story Headlines):

Page 2

Newsletter Title

Inside Story Headline

Caption describing picture or graphic.

Inside Story Headline

"To catch the reader's attention, place an interesting sentence or quote from the story here."

Inside Story Headline

Caption describing picture or graphic.

Volume 1, Issue 1

Page 3

Inside Story Headline

Caption describing picture or graphic.

Inside Story Headline

"To catch the reader's attention, place an interesting sentence or quote from the story here."

Inside Story Headline

Caption describing picture or graphic.

Step 1: Planning the Content of your brochure

Remember that you are creating your sample as if you were a student. Consider the age of the students you are working with, the type of content you would expect them to publish, and their intended audience. As you develop the publication, think about how targeted student learning objectives will be achieved. The final product should help to answer your Lesson's Curriculum-Framing Questions. List your ideas below.

Overall goal:

Title of my student publication:

Elements necessary to address the Essential and Unit Questions:

Topics and reference materials I will research on the Internet:

Other resources I will use in the creation of my student publication:
(for example: Microsoft* Encarta*, textbooks, other printed resources)

To achieve targeted student learning objectives, my student brochure will include:

☐ Proposal or plan for: ____________________

☐ Promotion of: ____________________

☐ Propaganda for: ____________________

☐ Explanation of: ____________________

☐ Analysis of: ____________________

☐ Evaluation of: ____________________

☐ Comparison/contrast of: ____________________

☐ Event program for: ____________________

☐ Scanned student-created illustrations or computer-assisted graphics

☐ Charts or graphs

☐ Works Cited (bibliography)

☐ Other: ____________________

☐ Other: ____________________

Step 2: Creating a Brochure Storyboard

Use the storyboard and outline to plan the content and layout. As you develop the publication, think about how targeted student learning objectives will be achieved.

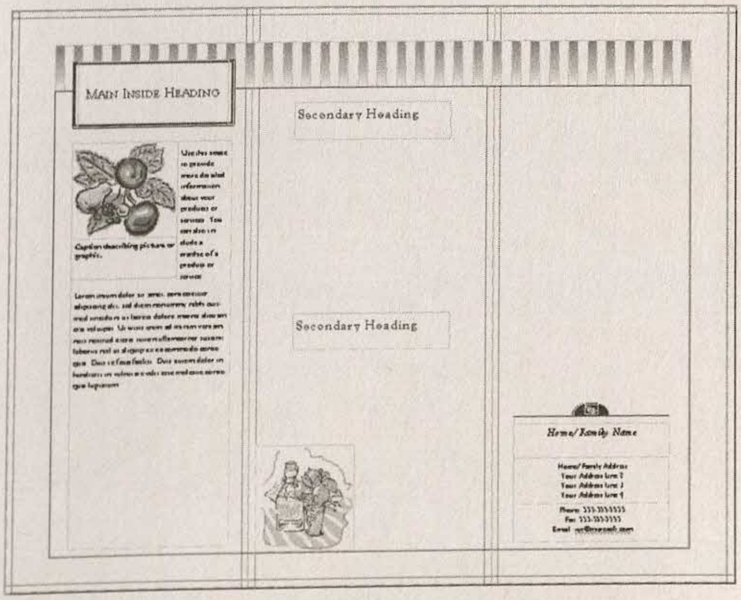
Note: If you prefer to type your storyboard publication, a worksheet is available in the *Module 7, Worksheets* folder on the Program CD-ROM.

Title of Brochure:

Back Panel Heading:

Main Inside Heading:

Secondary Headings:



Activity 2

Typography, Page Layout and Design

Description: During this activity, you will read and become familiar with some basic aspects of designing and creating presentations from the information communications point of view.

Read "Understanding Typography" Document

Read a brief write-up on Understanding Typography from Appendix D. The same write-up in color is also given in the Module 7 folder on the Program CD-ROM.

Activity 3

Reflection Log

Step 1: Pondering over the reflective questions.

To begin with, reflect on the following questions:

- How would evaluation tools with topic specific criteria help your students to perform better?
- How would you design your student projects to ensure your students are learning more in depth, faster, and better when you integrate technology in the teaching and learning process?

Step 2: Enter your reflections in the Reflection Log.

After you reflect on the above questions write down your thoughts in the Reflection Log .

Note: The Reflection Log sheets are available after Module 17 in the Curriculum Binder.

Notes:

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*Other names and brands may be claimed as the property of others.

overview

PAIR AND SHARE

Sharing Publication Plans (15 minutes)

Share: Your student publication plans and storyboard.

ACTIVITIES

Activity 1: Creating Student Publications (1 hour, 35 minutes)

Create: A newsletter or brochure that will serve as a student sample for your Project Portfolio.

Activity 2: Evaluating Student Samples (15 minutes)

Evaluate: Your student sample publication according to the Project Portfolio Evaluation Scheme.

Activity 3: Revisiting Lesson Plans (25 minutes)

Modify: Lesson Plan learning objectives and procedures.

Activity 4: Viewing Publication Evaluation Tools (20 minutes)

View: Sample publication evaluation tools from the Program CD-ROM.

TAKE-HOME ACTIVITIES (10 minutes)

Activity 1: Creating Publication Evaluation Tools

Create: A publication evaluation tool for assessing student learning.

Activity 2: Reflective Thinking

Ponder: Over the Reflective Questions

Enter: Your reflections in the Reflection Log.

Hand out Pair and Share cards and ensure that different participants work with one another in subsequent Pair and Share sessions.

After pairing, ask participants to share with the rest of the class anything they learned or found particularly valuable.

PAIR AND SHARE (15 minutes)

Description: During this activity, you will exchange and share your publication storyboard and plans for your student sample. After sharing your plans, provide feedback to one another.

List any new ideas you have for your publication.

ACTIVITIES

Activity 1

Creating Student Publications

(1 hour,35 minutes)

Description: During this activity, pretend to be a student in your classroom and create a student sample newsletter or brochure that will become a component of your Project Portfolio. Develop the newsletter or brochure so that it meets your targeted student learning objectives and helps to answer your Lesson's Curriculum-Framing Questions. Make sure that the language and content are age-appropriate. This sample should meet your expectations for content and design.

Note: If you plan to create a sample newsletter, follow the steps for "Creating a Student Newsletter" beginning on page 8.04. If you plan to create a sample brochure, follow the steps for "Creating a Student Brochure" beginning on page 8.14.

Participants will create one student publication. They may choose either a newsletter or a brochure. If they want to create a newsletter, those instructions begin on page 8.04. If they want to create a brochure, those instructions begin on page 8.14.

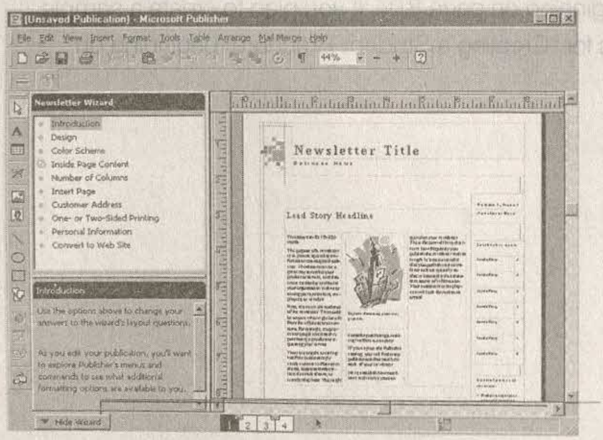
Creating Student Sample Newsletter

Step 1: Using Publisher's Newsletter Wizard

1. Click the ***Start*** button.
2. Point to ***Programs***, and then click ***Microsoft Publisher***. This starts the program.

   Note: You may need to look in the Office folder.
3. Click the ***Publications by Wizard*** tab.
4. In the Wizards pane, click ***Newsletters***, and in the right pane, scroll to view a variety of newsletter styles. Double-click a newsletter of your choice to start the Wizard.
5. A ***Personal Information*** dialog box may appear. Click ***Cancel***.
6. To begin answering the Newsletter Wizard questions, click ***Next***.
7. Select a color scheme. Click ***Next***.
8. Select the desired number of columns. Click ***Next***.

Explain the use of personal information. If you complete the Personal Information screen, every new Publisher document uses your data to automatically update the new document. If you are using a lab computer, this may not be appropriate.



Use the options above to change your answers to the wizard's layout questions.

As you edit your publication, you'll want to explore Publisher's menus and commands to see what additional formatting options are available to you.

Click *Hide Wizard* when done

9. Under ***Customer Address***, click ***Next***. (No is the default.)
10. Under ***One- or Two -Sided Printing***, click ***Next***. (Double-sided is the default.)
11. Under ***Personal Information***, select ***Other Organization***. Then click ***Finish***.
12. Click ***Hide Wizard***.
13. You may return to the Wizard at any time to change or add design elements in your publication by clicking ***Show Wizard***. The Wizard then automatically updates your publication.

Saving a Newsletter

1. On the *File* menu, click *Save*.
2. Locate your Portfolio folder. Open the ***student_samples*** folder. Open the ***student_publication*** folder.
3. Name your file. Publisher automatically saves it with the (.pub) file extension.
4. Click *Save*.
5. As you continue to enhance your newsletter, frequently save your work.

Step 2: Customizing a Newsletter

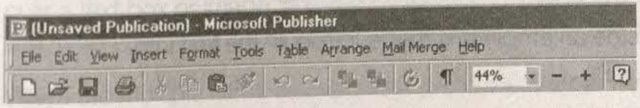
Publisher creates a layout for your newsletter by using placeholder text and graphics. With a click of the mouse, you can replace titles, articles, and clip art into the existing frames.

Working with Existing Text Frames

The Newsletter Wizard creates placeholder text frames. Typically, the text describes what you may want to include within that particular text frame. To change the suggested text, click anywhere in the text frame and begin typing your own text. Your text replaces the default text.

To change the dimensions of the text frame, and thereby change the text margins, click the text area. Place the mouse pointer over any of the black squares, or handles, that are located on the perimeter of the text frame. When the pointer changes to a double-headed arrow, drag the handle to enlarge or shrink the frame to the desired size.

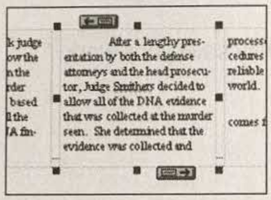
1. Click ***Zoom In*** to zoom to at least 66 percent, so that you have a larger image with which to work.


(Unsaved Publication) - Microsoft Publisher
File Edit View Insert Format Tools Table Arrange Mail Merge Help
44%
- +

2. Click the placeholder text ***Lead Story Headline***, and type a headline for your feature article.
3. Read suggestions in the ***Lead Story***. Click the text frame to add your own lead story.
4. Save your publication.

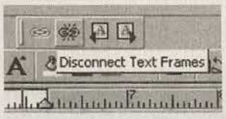
Connecting and Disconnecting Text Frames

1. If the text does not fit into the text frame, it automatically flows into the next frame. A chain of connected text frames can span multiple pages and have numerous columns.
2. If text frames are connected, they have the ***Go to Previous Frame*** and ***Go to Next Frame*** buttons in the upper left corner or lower right of the frames.

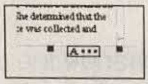


After a lengthy presentation by both the defense attorneys and the head prosecutor, Judge Smithers decided to allow all of the DNA evidence that was collected at the murder seen. She determined that the evidence was collected and

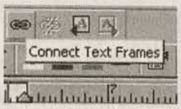
3. Disconnecting two connected frames is like breaking a link in a chain. To disconnect and reconnect text frames, click the text frame to select the first frame.
4. On the Connect Frames toolbar, click ***Disconnect Text Frames***.



5. Publisher places the text from the disconnected box in the ***Text in Overflow*** area of the selected frame. If you see the A..., it means that some of your text is hidden. You must either make the text frame bigger or flow it into another text frame.



6. To have a story continue into another text frame, first click the frame that has overflow text.
7. On the Connect Frames toolbar, click ***Connect Text Frames***.



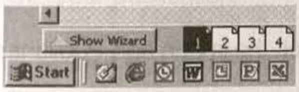
8. The mouse pointer changes to a pitcher of text.
9. Click anywhere inside an empty text frame to "pour" the text into the second frame.
10. If you import a text file and all of the text does not fit into the text frame, Publisher asks you if you would like to use autoflow. If you respond by clicking ***Yes***, Publisher flows the text throughout your publication, connecting the text frames.

Adding Text Frames

1. Click *A* on the Objects toolbar.
2. Drag to draw a text frame, beginning at the upper left area where you want your text to begin and dragging to the lower right area where you want your text to end.
3. Click anywhere in the text frame to enter edit mode.
4. Change the text style (font, size, style) if desired, by using the Formatting toolbar, and then begin typing your text.

Entering Your Information

1. Click the placeholder text ***Newsletter Date*** in the upper right corner, and then type the date.
2. In the ***Table of Contents*** frame, select titles, and replace with your own.
3. Click the text ***Secondary Story Headline*** and replace it with your own headline.
4. On the status bar at the bottom of the screen, click the page navigation icon to go to page 2.



5. Click the text ***Inside Story Headline*** on the top of page 2, and then replace it with your own headline.
6. Save your publication.

Deleting Text Frames

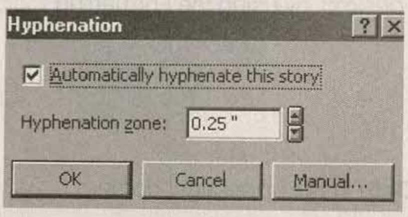
1. To delete only one text frame, right-click on or inside the text frame and select ***Delete Object***.
2. If you want to delete several items, click, hold, and drag to draw a selection box around the outside of all the objects you want to delete.

   Note: To start the drawing of the selection box, do not start with your cursor over a text box or image. The cursor must show an arrow, rather than a moving van (when over an image) or an I-beam (when over a text box).

3. When the multiple items are selected, press the ***Delete*** key on your keyboard, or right-click anywhere inside the group and select ***Delete Object***.

Turning Off Automatic Hyphenation

1. Click the text or table frame.
2. On the *Tools* menu, point to *Language*, and then click *Hyphenation*.
3. Click the ***Automatically hyphenate this story*** check box to remove the check mark.
4. Click *OK*.



Hyphenation

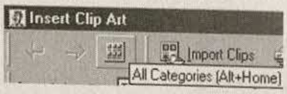
☑ Automatically hyphenate this story

Hyphenation zone: 0.25 "

Step 3: Enhancing a Newsletter

Changing Graphics

1. Go to page 1 of your newsletter.
2. To change an image in your newsletter, double-click the image and Publisher automatically opens its location.
3. Click the ***Pictures*** tab in the Insert Clip Art window.
4. Click ***All Categories*** to go to the main category menu.



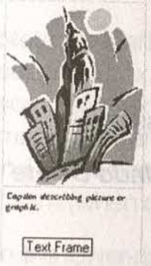
5. Click a category, and then maximize the screen to view all clips.
6. Click an image to insert into your newsletter.
7. Click ***Insert clip*** to insert it into the picture frame in your newsletter.
8. Save your publication.

Entering Captions for Graphics

Captions add information to a graphic by describing the image.

To update or change the caption, follow the next set of directions.

1. Click the text frame below the graphic to highlight the text.

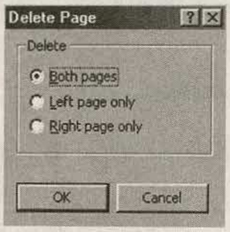


2. Zoom in by clicking ***Zoom In*** to get a closer look at the caption.
3. Type a caption for the image.
4. Click outside the text frame.
5. Zoom out by clicking ***Zoom Out***.
6. Save your publication.

Deleting Extra Pages

If your newsletter contains more pages than you need, deleting them is easy.

1. Go to page 3, for example.
2. On the ***Edit*** menu, click ***Delete Page***.
3. Click ***Right page only***, and then click ***OK***.
4. If the goal is a two-page publication, repeat Steps 1-3 as necessary.
5. If you do not want to delete the page, on the ***Edit*** menu, click ***Undo Delete Page*** to restore page 3.



Delete Page

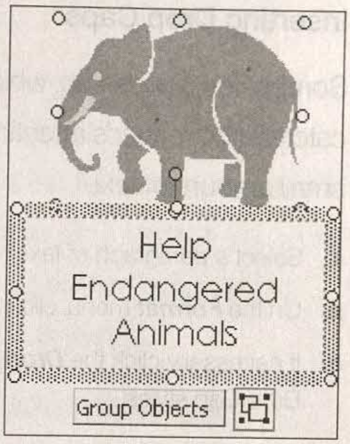
Delete

● Both pages
○ Left page only
○ Right page only

Grouping and Ungrouping Objects

When you group objects, you combine them so you can work with them as though they were a single object. You can flip, rotate, resize or move all objects in a group as a single unit. You can also change the attributes of all objects in a group at one time. For example, you might change the fill color or add a shadow to all objects in the group. You can select an item within a group and apply an attribute, without ungrouping. You can also create groups within groups to help you build complex drawings. You can ungroup a group of objects at any time and then regroup them later.

Grouping Objects

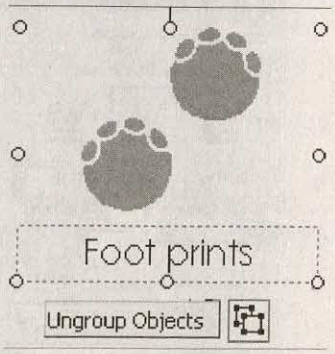


1. Click the ***Select Objects*** button ↖ on the Objects toolbar on the left of the screen, and then click, hold, and drag a selection box around the outside of the objects that you want in one group.

   Note: To start the drawing of the selection box, do not start with your cursor over a text box or image. The cursor must show an arrow, rather than a moving van (when over an image) or an I-beam (when over a text box).

2. In the lower-right corner of the selection box, click the ***Group Objects*** button.

Ungrouping Objects



1. Click once on the grouped objects you want to ungroup.
2. In the lower-right corner of the selection box, click ***Ungroup Objects*** button.

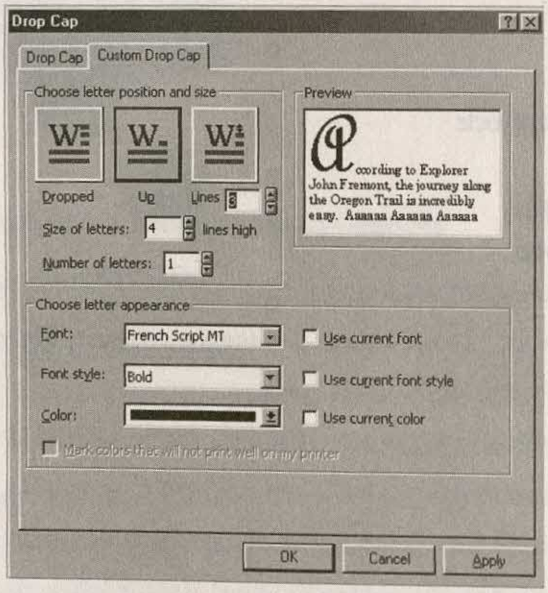
Inserting Drop Caps

Sometimes a drop cap, which is a fancy first letter in a paragraph, catches the reader's attention or helps to fill a page that has only a small amount of text.

1. Select a paragraph of text.
2. On the ***Format*** menu, click ***Drop Cap***.
3. If necessary, click the ***Drop Cap*** tab, and then select one of the available Drop Cap styles.

Note: You may change the Drop Cap options on the ***Custom Drop Cap*** tab.

4. Click ***OK***.
5. Save your publication.



Lines 3

Size of letters: 4 lines high

Number of letters: 1

According to Explorer John Fremont, the journey along the Oregon Trail is incredibly easy. Aaaaaa Aaaaaa Aaaaaa

Font: French Script MT ☐ Use current font

Font style: Bold ☐ Use current font style

Color: ☐ Use current color

☐ Mark colors that will not print well on my printer

Saving a Publication with Pack and Go

When you want to take your publication to another computer or to a commercial printing service, you can use the Pack and Go Wizard to pack your publication. The Wizard packs all of the files and fonts used in the publication and puts them on a disk or network location. If you want to make changes to your publication after you use the Pack and Go Wizard, just run the Wizard again to update the package.

Note: Unlike Microsoft* PowerPoint,* you will not be able to open this file on computers without Microsoft* Publisher 2000.

1. On the ***File*** menu, point to ***Pack and Go***, and then click ***Take to Another Computer***.
2. Click ***Next***.
3. If you are taking your publication on disk to another computer, when the Wizard asks you to choose a location for saving your file, click ***A:/***. If you are putting your files on an external drive, on a network or on your computer's hard disk, click ***Browse***, choose the drive and folder you want, and then click ***OK***.
4. Click ***Next***.
5. To embed TrueType fonts and to create links for embedded graphics, click to add a check mark next to the options you want. To not include linked graphics, click to remove the check mark.
6. Click ***Next***.
7. Click ***Finish***.
8. Insert another disk if Publisher prompts you, and then click ***OK***.

Note: It is a good idea to number the disks so your printing service knows which disk to insert first when they unpack your files.

9. Click ***OK***.

Creating Student Sample Brochure

Step 1 Using Publisher's Brochure Wizard

1. Click the ***Start*** button.
2. Point to ***Programs***, and then click ***Microsoft Publisher***. This starts the program.
3. Click the ***Publications by Wizard*** tab.
4. In the Wizards pane, click ***Brochures***, and then in the right pane, scroll to view a brochure of your choice. Double-click your selection to start the wizard.
5. A ***Personal Information*** dialog box may appear. Click ***Cancel***.
6. To begin answering the ***Brochure Wizard*** questions, click ***Next***.
7. Select a color scheme. Click ***Next***.
8. Select the desired paper size. Click ***Next***.
9. Under ***Customer Address***, click ***Next***. (No is the default.)
10. Under ***Form***, click ***Next***. (None is the default.)
11. Under ***Personal Information***, click ***Other Organization***. Then click ***Finish***.
12. Click ***Hide Wizard***.
13. You may return to the Wizard at any time to change or add design elements in your publication by clicking ***Show Wizard***. The wizard then automatically updates your publication.

Explain the use of personal information. If you complete the Personal Information screen, every new Publisher document uses your data to automatically update the new document. If you are using a lab computer, this may not be appropriate.

Saving a Brochure

1. On the ***File*** menu, click ***Save***.
2. Locate your Portfolio folder. Open the ***student_samples*** folder. Open the ***student_publication*** folder.
3. Name your file. Publisher automatically saves it with the (.pub) file extension.
4. Click ***Save***.
5. As you continue to enhance your brochure, frequently save your work.

Step 2: Customizing a Brochure

Publisher creates the layout for your brochure by using placeholder text and graphics. With a click of the mouse, you can replace titles, text, and clip art in the existing frames.

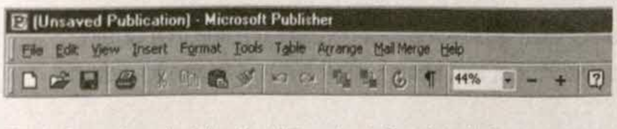
Working with Existing Text Frames

The Brochure Wizard creates placeholder text frames within your brochure with text already inside. Typically, the text describes what you may want to include within that particular text frame. To change the suggested text, click anywhere in the text frame and begin typing your own text. Your text replaces the default text.

To change the dimensions of the text frame, and thereby change the text margins, click the text area. Place the mouse pointer over any of the black squares, or handles, that are located on the perimeter of the text frame. When the pointer changes to a double-headed arrow, drag a handle to enlarge or shrink the frame to the desired size.

Entering Titles

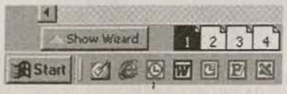
1. Click ***Zoom In*** to zoom to 66 percent, so that you have a larger image with which to work.



(Unsaved Publication) - Microsoft Publisher

2. Click the placeholder text ***Product Service Information***, and type a title for your brochure.

3. Read suggestions in the ***Back Panel Heading***. Click ***Zoom In*** to increase the text size, or print the page for reference. Click the placeholder text ***Back Panel Heading***, and then type a headline for your back panel.
4. Click the ***Your organization tag line*** frame on the right side to replace the text with your own tag line. A tag line, or motto, is a brief, memorable statement that summarizes the purpose of an organization or emphasizes an important aspect of a product or service.
5. On the status bar at the bottom of your screen, click the page navigation icon to go to page 2.

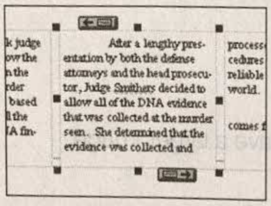


Entering Information

1. Click the text ***Main Inside Heading*** on the top of page 2. Type a new heading.
2. Read suggestions in the ***Main Inside Heading***. Click the text frame to add your own text.
3. Save your publication.
4. On the status bar located at the bottom of the screen, click the navigation icon to go to the next page of your publication.
5. If the text does not fit into the first text frame, it automatically flows into the next frame. A chain of connected text frames can span multiple pages and have numerous columns.

Connecting and Disconnecting Text Frames

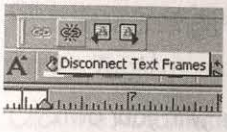
1. If the text does not fit into the text frame, it automatically flows into the next frame. A chain of connected text frames can span multiple pages and have numerous columns.
2. If text frames are connected, they have the ***Go to Previous Frame*** and ***Go to Next Frame*** buttons in the upper left corner or lower right of the frames.



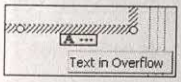
After a lengthy presentation by both the defense attorneys and the head prosecutor, Judge Smithers decided to allow all of the DNA evidence that was collected at the murder scene. She determined that the evidence was collected and

3. Disconnecting two connected frames is like breaking a link in a chain. To disconnect and reconnect text frames, click the text frame to select the first frame.

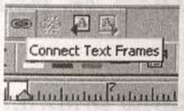
4. On the Connect Frames toolbar, click ***Disconnect Text Frames***.



5. Publisher places the text from the disconnected box in the ***Text in Overflow*** area of the selected frame. If you see the **A...**, it means that some of your text is hidden. You must either make the text frame bigger or flow it into another text frame.



6. To have a story continue into another text frame, first click the frame that has overflow text.
7. On the Connect Frames toolbar, click ***Connect Text Frames***.



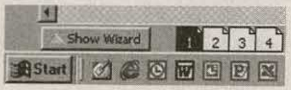
8. The mouse pointer changes to a pitcher of text.
9. Click anywhere inside an empty text frame to "pour" the text into the second frame.
10. If you import a text file and all of the text does not fit into the text frame, Publisher asks you if you would like to use autoflow. If you respond by clicking ***Yes***, Publisher flows the text throughout your publication, connecting the text frames.

Adding Text Frames

1. Click ***A*** on the Objects toolbar.
2. Drag to draw a text frame, beginning at the upper left area where you want your text to begin and dragging to the lower right area where you want your text to end.
3. Click anywhere in the text frame to enter edit mode.
4. Change the text style (font, size, style), if desired, by using the Formatting toolbar, and then begin typing your text.

Entering Your Information

1. Click the placeholder text ***Newsletter Date*** in the upper right corner, and then type the date.
2. In the ***Table of Contents*** frame, select titles, and replace with your own.
3. Click the text ***Secondary Story Headline*** and replace it with your own headline.
4. On the status bar at the bottom of the screen, click the page navigation icon to go to page 2.



5. Click the text ***Inside Story Headline*** on the top of page 2, and then replace it with your own headline.
6. Save your publication.

Deleting Text Frames

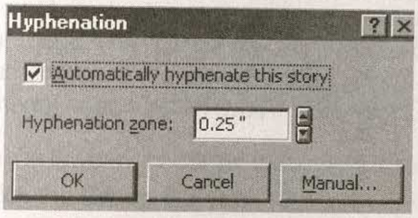
1. To delete only one text frame, right-click on or inside the text frame and select ***Delete Object***.
2. If you want to delete several items, click, hold, and drag to draw a selection box around the outside of all the objects you want to delete.

Note: To start the drawing of the selection box, do not start with your cursor over a text box or image. The cursor must show an arrow, rather than a moving van (when over an image) or an I-beam (when over a text box).

3. When the multiple items are selected, press the ***Delete*** key on your keyboard, or right-click anywhere inside the group and select ***Delete Object***.

Turning Off Automatic Hyphenation

1. Click the text or table frame.
2. On the ***Tools*** menu, point to ***Language***, and then click ***Hyphenation***.
3. Click the ***Automatically hyphenate this story*** check box to remove the check mark.
4. Click ***OK***.



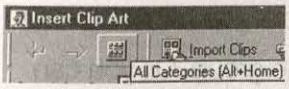
☑ Automatically hyphenate this story

Hyphenation zone: 0.25 "

Step 3: Enhancing a Brochure

Changing Graphics

1. Go to page 1 of your brochure.
2. To change an image, double-click the image and Publisher automatically opens its location.
3. Click the ***Pictures*** tab in the ***Insert Clip Art*** window.
4. Click ***All Categories*** to go to the main category menu.

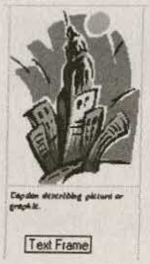


5. Click a category, and then maximize the screen to view all clips.
6. Click an image to insert into your brochure.
7. Click ***Insert clip*** to insert it into the picture frame in your brochure.

Entering Captions for Graphics

Captions add information to a graphic by describing the image.

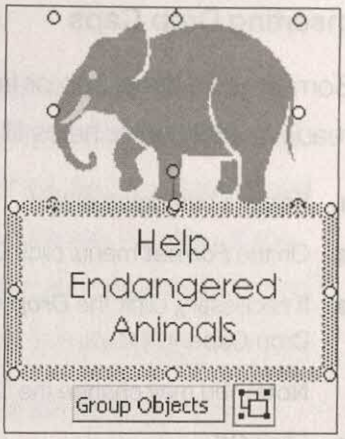
1. Click the text frame below the graphic to highlight the text.
2. Zoom in by clicking ***Zoom In*** to get a closer look at the caption.
3. Type a caption for the image.
4. Click outside the text frame.
5. Zoom out by clicking ***Zoom Out***.



Grouping and Ungrouping Objects

When you group objects, you combine them so you can work with them as though they were a single object. You can flip, rotate, resize, or scale all objects in a group as a single unit. You can also change the attributes of all objects in a group at one time – for example, you might change the fill color or add a shadow to all objects in the group. Or, you can select an item within a group and apply an attribute, without ungrouping. You can also create groups within groups to help you build complex drawings. You can ungroup a group of objects at any time and then regroup them later.

Grouping Objects

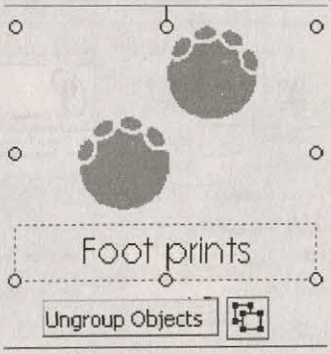


1. Click the ***Select Objects*** button on the Objects toolbar on the left of the screen, and then click, hold, and drag a selection box around the outside of all the objects that you want in one group.

   Note: To start the drawing of the selection box, do not start with your cursor over a text box or image. The cursor must show an arrow, rather than a moving van (when over an image) or an I-beam (when over a text box).

2. In the lower-right corner of the selection box, click the ***Group Objects*** button.

Ungrouping Objects



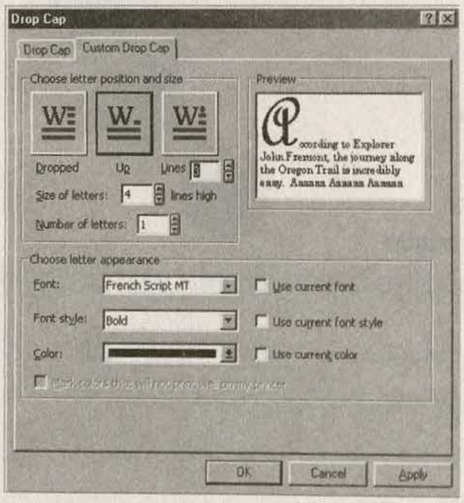
1. Click once on the grouped objects you want to ungroup.
2. In the lower-right corner of the selection box, click the ***Ungroup Objects*** button.
3. Save your publication.

Inserting Drop Caps

Sometimes a Drop Cap or fancy first letter in a paragraph catches the reader's attention or helps fill a page that has only a small amount of text.

1. Select a paragraph of text.
2. On the ***Format*** menu, click ***Drop Cap***.
3. If necessary, click the ***Drop Cap*** tab, and then select one of the available Drop Caps.

   Note: You may change the Drop Cap options on the ***Custom Drop Cap*** tab.
4. Click ***OK***.
5. Save your publication.



Drop Cap
Drop Cap
Custom Drop Cap
Choose letter position and size
Dropped
Up
Preview
According to Explorer John Fremont, the journey along the Oregon Trail is incredibly easy. Aaaaaa Aaaaaa Aaaaaa
Choose letter appearance
OK
Cancel
Apply

Lines: 3

Size of letters: 4 lines high

Number of letters: 1

Font: French Script MT ☐ Use current font

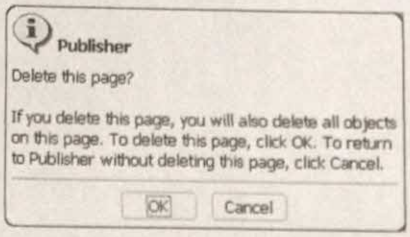
Font style: Bold ☐ Use current font style

Color: ☐ Use current color

Deleting Extra Pages

If your brochure contains more pages than you need, deleting them is easy.

1. Go to page 2, for example.
2. On the ***Edit*** menu, click ***Delete Page***.
3. The Office Assistant displays a message. Click ***OK***.



Publisher

Delete this page?

If you delete this page, you will also delete all objects on this page. To delete this page, click OK. To return to Publisher without deleting this page, click Cancel.

4. If you do not want to delete the page, on the ***Edit*** menu, click ***Undo Delete Page*** to restore page 2.

Saving a Publication with Pack and Go

When you want to take your publication to another computer or to a commercial printing service, you can use the Pack and Go Wizard to pack your publication. The Wizard packs all of the files and fonts used in the publication and puts them on a disk or network location. If you want to make changes to your publication after you use the Pack and Go Wizard, just run the Wizard again to update the package.

Note: Unlike PowerPoint, you will not be able to open this file on computers without Publisher 2000.

1. On the ***File*** menu, point to ***Pack and Go***, and then click ***Take to Another Computer***.
2. Click ***Next***.
3. If you're taking your publication on disk to another computer, when the Wizard asks you to choose a location for saving your file, click ***A:/***. If you are putting your files on an external drive, on a network or on your computer's hard disk, click ***Browse***, choose the drive and folder you want, and then click ***OK***.
4. Click ***Next***.
5. To embed TrueType fonts and to create links for embedded graphics, click to add a check mark next to the options you want. To not include linked graphics; click to remove the check mark.
6. Click ***Next***.
7. Click ***Finish***.
8. Insert another disk if Publisher prompts you, and then click ***OK***.

   Note: It's a good idea to number the disks so your printing service knows which disk to insert first when they unpack your files.

9. Click ***OK***.

Activity 2

Evaluating Student Samples (15 minutes)

Description: During this activity, you will reflect on your student publication to ensure that it aligns with the targeted objectives.

You may also add learning objectives you addressed while creating this publication that you did not foresee or include in your initial Lesson Plan. The use of technology should enable your students to work better, faster, smarter, or more in-depth than when using traditional, instructional tools. Ask yourself if this student publication demonstrates enhanced student learning because it integrates technology effectively. Does your student sample address the Essential and Unit Questions? Is it possible to implement the activity in your classroom?

It is important to distinguish between what your students produce and why you want them to produce it. Answers to the "what" question typically include products or things, such as publications, reports, or Web sites. However, answering "why" it is valuable to create these products gets at the heart of your learning objectives. Reflect on the "why" during this activity and you will likely identify learning objectives that you had not originally included. In the next activity, you will add any new objectives to your Lesson Plan.

Use the Student Sample Evaluation Checklist on the following page to review your student publication. In the Comments section, note any needed revisions.

Student Sample Evaluation Checklist

Evaluation Criteria	Checklist	Comments
Integration of Technology	In what way is your student sample engaging, age appropriate, beneficial to student learning, and supportive of higher-level thinking skills? How does the use of technology enable your students to work better, faster, smarter, or more in-depth? How is technology integral to the success of your Lesson Plan? How does the student sample exhibit a clear relationship between the use of technology and student learning?	
Student Learning	In what way does the student sample demonstrate students ability to interpret, evaluate, theorize, and/or synthesize information? How does the student sample demonstrate understanding of targeted learning objectives and address the Essential and Unit Questions? Does the student sample align with the established guidelines of the School Examination Board for the targeted subject area(s)? How does your student sample provide accommodations to support different levels of learners?	
Implementation	Is it possible to implement this activity in your classroom?	

Activity 3

Revisiting Lesson Plans (25 minutes)

Description: During this activity, you will begin drafting the Procedures section and modifying other sections of your Lesson Plan. In the Procedures section, describe the learning activities in which your students are engaged throughout the course of your Lesson. Be sure to include a clear picture of the instructional cycle.

1. Open your Lesson Plan.
2. In the Procedures section you may wish to include the following:
   - Overview or introduction of the lesson to your students
   - Student activities/tasks, such as:
     - Student pre-planning activities – brainstorming, discussion
     - Hands-on activities – Science labs, field trips, simulations, manipulatives
     - Research – library, guest speakers, print and electronic resources, Internet
     - Guided, collaborative, and independent work
     - Planning and development of student publication
     - Publication of student work
   - Estimated time for each activity/task
3. Reflect on your student publication sample and procedures. Review your prioritized list of the established guidelines of your School Examination Board , and modify them, if necessary.
4. Review the objectives section and, if needed, modify the student learning outcomes.

Activity 4

Viewing Sample Publication Evaluation Tools (20 minutes)

Description: During this activity, you will view publication evaluation tools located on the Program CD-ROM. You may also choose to view additional samples from the Web sites listed below. During the Take Home activity of this module, you will be preparing a draft of the evaluation tool on paper and in the next module you will be creating it on the computer using Microsoft* Word.

View sample publication evaluation tools located in the *Module 8, Activity 4* folder on the Program CD-ROM. You may want to check the following Web sites for additional publication assessment ideas.

Note: Remember to note down key points that you would like to incorporate in your evaluation tool for assessing your student publications as you view the different samples.

Creating Rubrics: Inspire your students and foster critical thinking
http://www.teachervision.com/lesson-plans/lesson-4521.html

Industrial Revolution Newspaper Rubric
http://www.grossmont.k12.ca.us/mcdowell/wq/ir/Rubric.html

Colonial Newspaper Project Checklist
http://www.mistergweb.com/paper.htm

Brochure Rubric: What Do I Want to Be When I Grow Up?
http://www.manning.k12.ia.us/Elementary/teachers/Kester/Your%20Rubric

Travel Brochure of the Body Systems
http://www.accessexcellence.org/AE/ATG/data/released/0285-FayeCascio/index.html

Rubistar
http://rubistar.4teachers.org
This site assists with the creation of rubrics. However, the content generated will be very generic. If you use this site, be sure to edit the text so that it contains specific content requirements. You can copy and paste the completed rubric into a Microsoft Word document or save the page in HTML format.

Note: For easy access, links to these Web sites are available in the *Module 8, Web Sites* folder on the Program CD-ROM.

Be sure to go over the Take-Home Activities with the participants.

You may want to encourage your participants to review Module 9 prior to the next session so that they will know what to expect and are prepared for the activities.

TAKE-HOME ACTIVITIES (10-minute overview)

Activity 1

Creating a Publication Evaluation Tool

Step 1: Ideas for Creating a Publication Evaluation Tool to Assess Student Learning

There are different types of evaluation tools such as checklists, rubrics, scoring guides, etc. Be sure to select the one that is most appropriate for your students and their projects. If you are planning to use a scoring system be sure to give more weightage to the content than the technology elements. Consider the following items when developing your evaluation tool:

Content

- The content supports the publication's targeted objectives. The evaluation tool of the student publication contains topic-specific criteria, such as:
  - Includes a creative company logo and slogan; a descriptive product summary; and a data-supported, projected earnings analysis for the next fiscal year.
  - Convinces others with at least four compelling reasons why people should recycle.
  - Provides and defends reasons why a particular political candidate should be elected to office.
  - Persuades travelers to visit a selected country by highlighting points of interest, weather, entertainment, accommodations, language, food, and the currency exchange rate.
  - Contains at least five articles and two advertisements, written in the voice of an early Egyptian, to report on current events and life in ancient Egypt.

Accuracy

- There are no mistakes in spelling or grammar.
- Information is accurate, complete, useful, current, and meaningful.

Design and Layout

- ***Aesthetics:*** The publication layout is logical and aesthetically pleasing. The design is consistent and reinforces the content message.
- ***Graphics and Pictures:*** Graphics are attractive and relevant. Graphics are placed so as not to interfere with the content.
- ***Text, Color, and Background:*** The text is easy to read. The background is subdued and coordinates with text colors and graphics.
- ***Lists and Tables:*** Lists and tables are properly constructed and positioned.

Cooperation and Participation

- The student shows respect for others, and communicates and works well with other members of his or her group.
- The student is an active and contributing group member.

Step 2: Creating your Evaluation Tool

In this step you will be creating a draft of your evaluation tool on paper. As you develop your evaluation tool, remember that they should serve as instruments for authentic assessment with all targeted objectives included and contain topic-specific criteria in order to serve as a helpful scaffold for students. Given below and in the next page are a blank rubric table and a scoring guide. Be sure to select the one that is most appropriate and modify it to suit your students and their projects.

Blank Rubric Table

Criteria	Excellent	Good	Satisfactory	Poor
Content				
Accuracy				
Design and Layout				
Cooperation and Participation				

Blank Scoring Guide

Criteria	Description	Maximum Marks	Marks Obtained
Content			
Accuracy			
Design and Layout			
Cooperation and Participation			

Activity 2

Reflection Log

Step 1: Pondering over the reflective questions.

To begin with, reflect on the following questions:

- How would you increase your students' understanding of content through the creation of publications?
- How is a multimedia presentation different from a newsletter and how is a newsletter different from a brochure? How do you choose which type of product your students should create to best demonstrate their learning?

Step 2: Enter your reflections in the Reflection Log.

After you reflect on the above questions write down your thoughts in the Reflection Log .

Note: The Reflection Log sheets are available after Module 17 in the Curriculum Binder.

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PAIR AND SHARE

Sharing Publications and Evaluation Tools (20 minutes)

Share: Your student publication sample and evaluation tool.

ACTIVITIES

Activity 1: Enhancing your Publication Sample (40 minutes)

Enhance: Your Student publication sample.

Activity 2: Creating Publication Evaluation Tool using Microsoft* Word (45 minutes)

Create : An electronic copy of the publication evaluation tool.

Activity 3: Reviewing your Student Publication and Evaluation Tool (20 minutes)

Review: Your student publication and evaluation tool.

Activity 4: Viewing Sample Web Sites (45 minutes)

View: Student Web sites from the Program CD-ROM.

Overview

TAKE-HOME ACTIVITIES (10 minutes)

Activity 1: Planning your Sample Student Web Site

Plan: The content and layout of your student Web site.

Create: A storyboard for your student sample Web site.

Activity 2: Reflective Thinking

Ponder: Over the Reflective Questions.

Enter: Your reflections in the Reflection Log.

PAIR AND SHARE (20 minutes)

Description: During this activity, you will exchange and share the student publication and evaluation tool that you created in Module 8.

After sharing your samples, provide feedback to one another.

Consider the following:

- Does the student evaluation tool match the learning objectives and address the Essential and Unit Questions?
- Does the publication sample meet the desired outcomes or expectations of the evaluation tool?

List ideas for modifying your publication and evaluation tool.

Hand out Pair and Share cards and ensure that different participants work with one another in subsequent Pair and Share sessions.

After pairing, ask participants to share with the rest of the class anything they learned or found particularly valuable.

ACTIVITIES

Activity 1

Enhancing Your Publication Sample (40 minutes)

Modify your publication sample according to the ideas listed by you in the *Pair and Share* activity.

Activity 2

Creating a Publication Evaluation Tool with Microsoft* Word (45 minutes)

In this activity, you will create an electronic copy of your evaluation tool to assess the learning that is demonstrated in your students' publications. To review the basics of creating a Word document refer to page 7.05.

Saving the Evaluation Tool

1. On the ***File*** menu, click ***Save***.
2. Locate an appropriate folder in which to save your evaluation tool. If you have access to your Project Portfolio folder, open your ***Project Portfolio*** folder, the ***lesson_support*** folder, then your ***evaluations_tools*** folder.
3. In the ***File name*** box, type an appropriate file name.
4. Click ***Save***.

Activity 3

Reviewing Your Student Publication and Evaluation Tool (20 minutes)

In this step, you will compare your student publication and evaluation tool to ensure that both target the same learning objectives. Does your student publication meet the criteria of your evaluation tool? Does your evaluation tool contain content-specific criteria so that it will be helpful to students?

Use the Evaluation Checklist below to review your student publication and evaluation tool. Use the Comments section to note any needed revisions.

You may also want to visit the following site to help assess your evaluation tool:

Rubric to Assess a PBL [Project-Based Learning] and Rubric
http://www.idecorp.com/assessrubric.pdf

Evaluation Checklist

Evaluation Criteria	Checklist	Comments
Student Assessment and Evaluation	How does your assessment tool accurately measure whether students have met targeted learning objectives?	
	Does your assessment tool contain topic-specific criteria in order to serve as a helpful scaffold for students?	

When going over the Activity 4, you may want to share the Web site you created in Master Teacher training or some of the Web sites on the Program CD-ROM.

Activity 4

Viewing Sample Web Sites (45 minutes)

Description: In the next module you will pretend to be a student in your classroom and create a student sample web site that will become a component of your Project Portfolio. Develop the web site so that it meets your targeted student learning objectives and helps to answer your Lesson's Curriculum-Framing Questions.

View the elementary, middle, and/or high school Web sites located in the *Module 9, Activity 4* folder on the Program CD-ROM.

You may want to check the following Web site that features exemplary teacher and student Web sites. Additional ideas for student Web sites are listed on the next page.

ThinkQuest Libraries
http://www.thinkquest.org/library.html
Web sites created by students in eight different countries. The U.S. ThinkQuest Library (http://www.thinkquest.org/library/JR_index.html) currently contains more than 5,000 student-created Web sites, listed by category. View winning U.S. Web sites at: http://www.thinkquest.org/library/winners.html?typ=2

Media Power and Politics
http://www.att.virtualclassroom.org/vc99/vc_26/gov_med/index.htm
A collaborative project between high schools in the United States, Israel, and Hong Kong.

Environment's Impact on Humans – the Heart Remains the Same!
http://www.att.virtualclassroom.org/vc98/vc_16/index.html
A collaborative project that combines multimedia with web pages. Includes high schools from the United States, Malaysia, and Japan.

Early Life In Our Area and Veterans' Accounts
http://users.owt.com/rpeto/early.html

Note: For easy access, links to these Web sites are available in the *Module 9, Web Sites* folder on the Program CD-ROM.

Recommended Educational Applications for Students**

- Serve as a resource for other students.
- Establish connections with other students around the world.
- Assist in collaborative projects.
- Demonstrate student learning that incorporates research from the Microsoft* Encarta* multimedia encyclopedia, the Microsoft* Bookshelf* CD-ROM reference library, the Internet, and other sources.
- Display results of surveys and questionnaires.
- Publish samples of student writing such as poetry, short stories, and non-fiction.
- Be the culminating project for an entire lesson.
- Host a school-sponsored Web site introducing visitors to local community attractions such as popular restaurants and clothing stores.
- Display pictures from a recent class trip.
- Serve as an online newspaper or magazine depicting current, past, or future events.

List ideas for integrating student created Web sites into your Project Portfolio.

**Information is being used with permission from Microsoft.

Be sure to go over the Take-Home Activities with the participants.

You may want to encourage participants to review Module 10 prior to the next session so that they know what to expect and are prepared for the activities.

TAKE-HOME ACTIVITIES (10-minute overview)

Activity 1

Planning a Student Sample Web Site

Description: During this activity, you will garner ideas for your site and plan its content. Plan the web site so that it meets your targeted student learning objectives and helps to answer your Lesson's Curriculum-Framing Questions.

Step 1: Designing for the Web

If you have completed Modules 6, 7 and 8, you would have created student samples using presentation and publication software. However, designing for the Web provides you with different instructional opportunities. Below is a list of some of the powerful characteristics of the Web. Your challenge is to take advantage of some of these features in the design of your student Web site.

- ***Communication:*** Your students can communicate synchronously (real time) and asynchronously (delayed) with e-mail, discussion boards, chat rooms, and video conferencing.
- ***Publishing:*** Your students can publish information to wider audiences and more diverse cultures.
- ***Data Access:*** Your students can access and download real-time, real-life data to analyze. Conversely, they can upload their findings as part of a wider, even global, research team.
- ***Expert Access:*** Your students can consult with leaders and experts in a given field, either synchronously or asynchronously, for a more authentic and enriching learning experience.

Answer the following questions:

What other features does the Web offer?

How specifically will you use the Web's communication capabilities in designing your student Web site?

How will you tap into the Web's data sharing and data access potential in designing your student Web site?

Any other ideas you want to consider as you begin your Web site planning?

Step 2: Planning the Content of the Web site

Keep in mind that a well-designed Web site harnesses the depth of resources and dynamic nature of the Internet. It can be a venue for communicating with others, discussing topics, gathering data, and presenting information and conclusions.

Remember that you are creating your sample as if you were a student. Consider the age of the students you are working with, the type of content you would expect them to publish, and their intended audience. As you develop the Web site, think about how targeted student learning objectives will be achieved.

Designing a Good Web Site

Consider your audience and create a format that is interesting and easy to use.

- Will the majority of your audience have slow or fast connections to the Internet? The answer may change the number and size of the graphics you choose to use.
- Would you expect your audience to use an up-to-date browser or will they be using older browsers that are unable to view layouts with tables, frames, and animations? Realize that people with a variety of Web browsers and equipment will view your site.
- Establish site consistency. Help your audience by providing a consistent background, navigation bar, title styles, and general layout.

You may want to include the following on every page:

- A button or link back to the home page
- An e-mail address
- The latest revision date
- The URL of your site (you cannot add the URL now)

Creating Student Web Site - 1

Note: If you prefer to type your answers, a worksheet is available in the *Module 9, Worksheets* folder on the Program CD-ROM.

Overall Goal:

Title of my student Web site:

Elements necessary to address the Essential and Unit Questions:

Topics and reference materials I will research on the Internet:

Other resources I will use in the creation of my student Web site:
(for example, Encarta, textbooks, other printed resources)

To achieve student learning objectives, my student Web site will include:

- ☐ Links to related Web sites
- ☐ Response form or survey
- ☐ Compilation of collaborative data
- ☐ E-mail correspondence
- ☐ Charts and graphs
- ☐ Scanned student-created illustrations or computer-assisted graphics
- ☐ Works Cited (bibliography)
- ☐ Other: ______________________________
- ☐ Other: ______________________________

Discuss the value of students receiving feedback and gathering data through a response form or survey.

To ensure that content is the primary focus, my student Web site guidelines will be:

- ☐ Minimum of _____/maximum of _____ pages
- ☐ Minimum of _____/maximum of _____ graphics, photographs, and animations
- ☐ Minimum of _____/maximum of _____ Web links
- ☐ Minimum of _____/maximum of _____ resources

Plan your site. Organize your ideas with a flowchart or storyboard, and visually map out your pages.

What will be your Web site's content?

What type of links do you want to have?

What other content and design elements do you want to include?

Step 3: Creating a Web Site Storyboard

Inform participants that it is not easy to rearrange pages within Publisher. During this activity, they should carefully plan the page order.

Remember that you are creating this Web site as if you were a student. Use the storyboard to plan the content, layout, and navigation of your student Web site.

Note: If you prefer to type your storyboard, a worksheet is available in the *Module 9, Worksheets* folder on the Program CD-ROM.

Page 1	Page 2
Page 3	Page 4

Activity 2

Reflection Log

Step 1: Pondering over the reflective questions.

To begin with, reflect on the following questions:

- What are the challenges that you encountered while planning the web site? What are the strategies that you adopted to overcome these challenges?

- What can you provide in a student Web page that is not possible using a presentation or publication software? How will you take advantage of some of the strengths of the Web in designing your Web site?

Step 2: Enter your reflections in the Reflection Log.

After you reflect on the above questions write down your thoughts in the Reflection Log .

Note: The Reflection Log sheets are available after Module 17 in the Curriculum Binder.

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PAIR AND SHARE

Sharing Web Site Plans (15 minutes)

Share: Your student Web site plans and storyboard.

ACTIVITIES

Activity 1: Creating Student Web Sites (1 hours 45 minutes)

Create: A Web site that will serve as a student sample for your Project Portfolio.

Activity 2: Evaluating Student Samples (10 minutes)

Evaluate: Your student Web site according to the Portfolio Rubric.

Activity 3: Revisiting Lesson Plans (20 minutes)

Modify: Lesson Plan learning objectives and Web site procedures.

Activity 4: Viewing Web Site Evaluation Tools (20 minutes)

View: Sample Web site evaluation tools from the Program CD-ROM.

TAKE-HOME ACTIVITIES (10 minutes)

Activity 1: Creating Web Site Evaluation Tools

Create: A Web site evaluation tool for assessing student learning.

Activity 2: Reflective Thinking

Ponder: Over the Reflective Questions

Enter: Your reflections in the Reflection Log.

Hand out Pair and Share cards to ensure that participants work with different partners during each Pair and Share discussion.

If many of your participants are new to creating Web sites, you may want to have them meet in groups of four.

If a good idea is shared during the Pair and Share discussion, make sure it is also shared with the entire class.

PAIR AND SHARE (15 minutes)

Description: During this activity, you will exchange and share your Web site storyboard and plans for your student sample. After sharing your plans, provide feedback to one another.

Consider how the following ideas could be incorporated into a student Web site project:

- Connecting your students to the outside world
- Sharing your students' expertise
- Making interesting connections using dynamic content
- Serving as a catalyst for action
- Displaying a gallery of student work
- Surveying or collecting data
- E-mailing mentors and experts
- Supporting and showcasing collaborative projects
- Communicating with buddy classes

Share your Web site plans, your Essential and Unit Questions and discuss the ideas above. List any new ideas you have for your Web site.

ACTIVITIES

Activity 1

Creating Student Web Sites (1 hour 45 minutes)

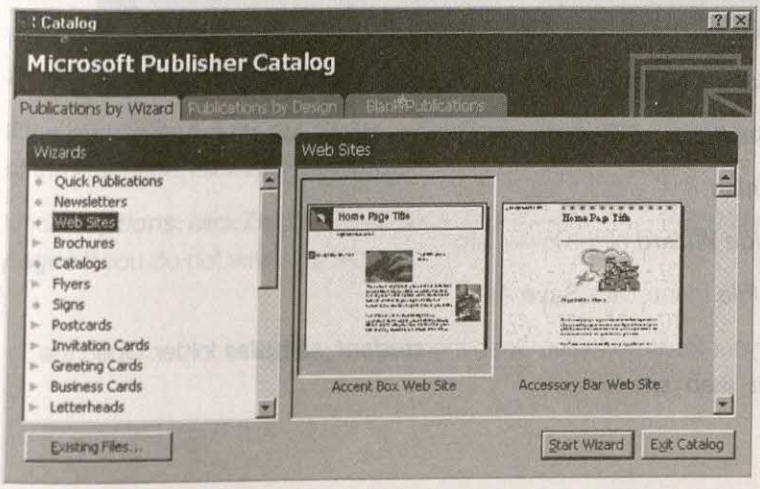
Description: During this activity, you will use Microsoft* Publisher to create a student Web site that will become a component of your Project Portfolio. Develop the student sample Web site so that it meets your targeted student learning objectives and helps to address your Lesson's Curriculum-Framing questions. Remember that you are creating this sample as if you were a student in your classroom. Make sure that the language and content are age-appropriate. This sample should meet your expectations for content and design.

Note: Be sure to follow the guidelines established by your school or education department for posting student names and photos on the Internet.

Step 1: Using the Web Site Wizard

The Web Site Wizard allows you to create a one-page or multiple-page Web site.

1. Start Publisher.
2. In the ***Wizard*** pane, click ***Web Sites***. In the right pane, scroll to view a variety of Web site styles. Double-click the Web site of your choice to start the Wizard.



Microsoft* Publisher is best used to create a quick and simple Web site. It is not well suited for a site that is complex or needs constant updating.

Important **–**The Web site should not be saved as a Web page until it is completely finished. Be sure participants save their Web sites as Publisher files. Keep the original Publisher file in order to make future changes.

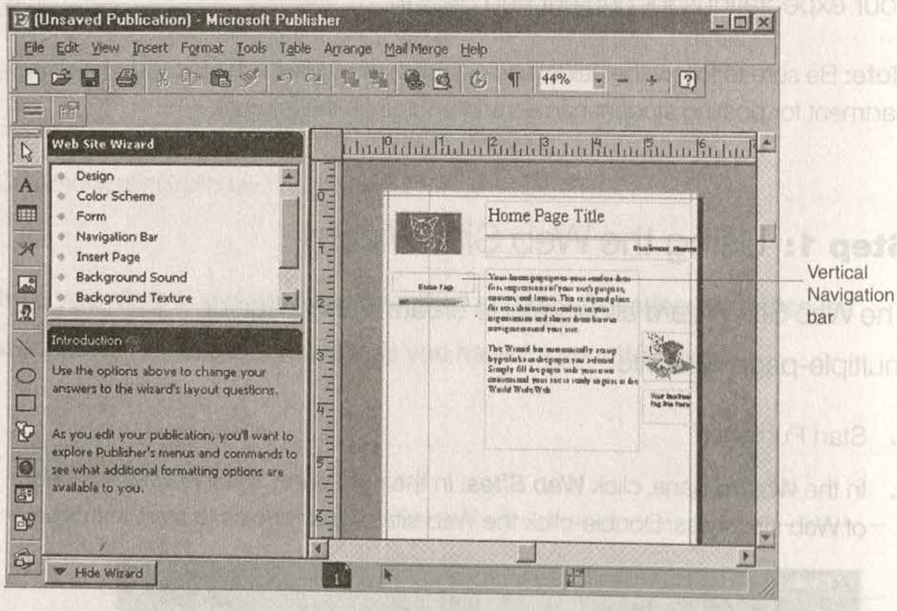
HTML files cannot be opened or edited in Publisher. However, they can be opened and edited in a text or HTML editor, such as the Microsoft* FrontPage* Web site creation and management tool.

The titles and buttons are linked within Publisher. Editing the text in one automatically updates the text in the other.

A Web site created in Publisher can be imported into FrontPage.

It is very important that no two elements on a page overlap and that there is some space between text and graphics. If elements overlap, the combined element is transformed into a graphic, which takes much longer to load on the Web and affects animations. It will also prevent text readers from reading the text for the visually impaired.

3. A ***Personal Information*** dialog box may appear. Click ***Cancel***.
4. To begin answering the Web Wizard's questions, click ***Next***.
5. Select a color scheme. Click ***Next***.
6. In the ***Additional Pages*** section, select the pages you want to include on your Web site (for example, ***Story***, ***Calendar***, ***Event***, or ***Related links***). You may not want to include any of these categories. In that case, simply leave all of the boxes unchecked, and then click ***Next***.
7. In the ***Form*** section, click a form or leave the default of ***None***, and then click ***Next***.
8. A navigation bar provides links to other pages within your site. If you want a navigation bar located on the left of the page, as well as linked page titles on the bottom of the page, click ***Both a vertical and horizontal bar***. If you want a navigation bar on only the left or the bottom, but not on both, then click the appropriate button. Click ***Next***.



Use the options above to change your answers to the wizard's layout questions.

As you edit your publication, you'll want to explore Publisher's menus and commands to see what additional formatting options are available to you.

9. In the ***Background Sound*** section, click ***Yes*** or ***No***. Click ***Next***.
10. In the ***Background Texture*** section, click ***Yes*** or ***No***. Click ***Next***.
11. Click ***Finish***.
12. Click ***Hide Wizard*** at the lower left.
13. On the ***File*** menu, click ***Save As***.
14. Locate your Portfolio folder. Open the ***student_samples*** folder. Open the ***student_web_site*** folder.

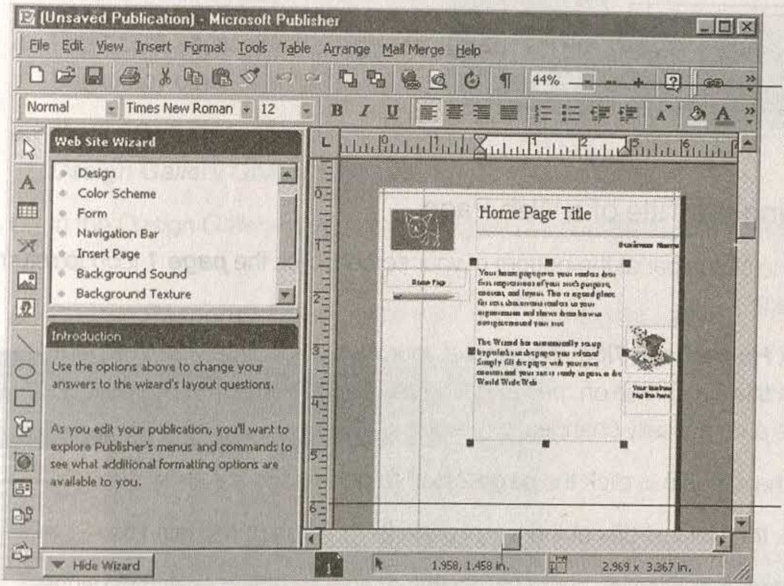
15. Name your document in the ***File name*** box. Publisher automatically adds the file name extension (.pub).

16. Click ***Save***.

17. You may return to the wizard at any time to change any of the earlier options by clicking ***Show Wizard*** and selecting the subject area you want to change.

Viewing Options

1. Enlarge the picture of the Web page by using the ***Zoom*** list, or by clicking ***Zoom In***. To view other pages, click the desired page number on the status bar.



Use the options above to change your answers to the wizard's layout questions.

As you edit your publication, you'll want to explore Publisher's menus and commands to see what additional formatting options are available to you.

Enlarge the Web page using the zoom list.

Click the desired page number on the status bar.

Adding Additional Pages to a Web Site

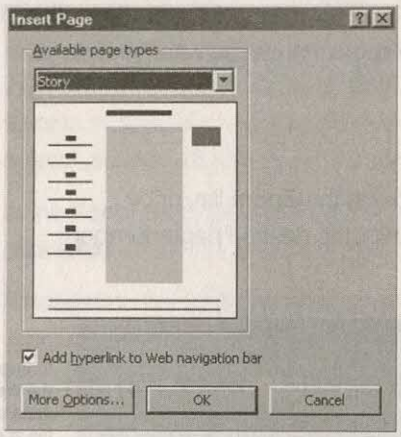
1. On the ***Insert*** menu, click ***Page***.

2. If you want to change the page type from story to another layout, in the ***Available page types*** list, click a different layout.

3. If the layouts do not fit your needs, but you want to keep the basic formatting of the first page, click ***More Options***.

4. Under ***Options***, click ***Duplicate all objects on page: 1***, or click ***Insert blank pages*** if you do not want any formatting.

5. If you want a button on the home page to link to this new page, select the ***Add hyperlink to Web navigation bar*** check box.
6. Click ***OK***.



Available page types: Story

☑ Add hyperlink to Web navigation bar

Changing the Title of a Web Page

1. On the status bar at the bottom of your screen, click the ***page 1*** icon to return to page 1.
2. Click ***Home Page Title*** at the top of your Web page. Type your Web site's main title. The name on the navigation bar button that corresponds to that page automatically changes to reflect this title.
3. On the status bar, click the ***page 2*** icon to go to page 2.
4. Click the title text box at the top of page 2. Type an appropriate title.
5. Save your publication every 15 minutes or so. The Office Assistant usually reminds you to save as well.

Adding a Survey/Response Form

Internet readers are more likely to fill out a survey if it is easy to complete and submit. The results can be sent back to you in an e-mail for analysis. For a form to work, the server that hosts your Web site must include FrontPage 2000 Extensions. See Appendix G for more information about uploading a Web site with a survey/response form.

1. Select a ***Response Form*** when you first go through the Publisher Wizard. If the Wizard questions do not appear, or if you decide to add a response form after you go through the Wizard, you can add the form by using the Microsoft Publisher Design Gallery:

   Note: If you created a response form through the Publisher Wizard, you do not need to complete steps *a* through *i*.

   a. You will be inserting a new page. Using the page navigation buttons on the bottom left of the screen, go to the page that you want to *precede* the page with the survey/response form.

   b. On the ***Insert*** menu, select ***Page***.

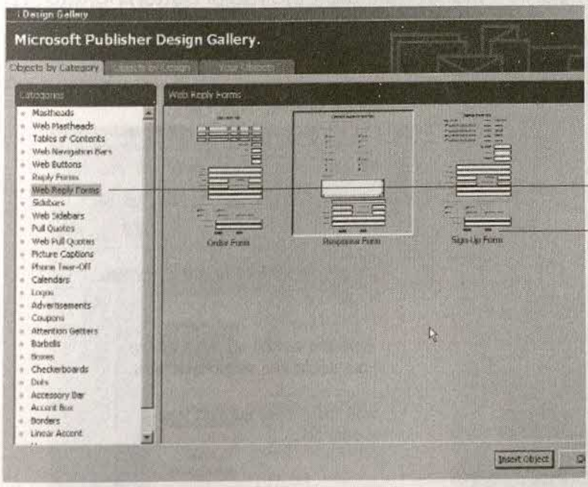
   c. Keep the default page type of ***Story***, then click ***OK***.

   d. Right-click anywhere inside the story text box then choose ***Delete Object***. Delete any other objects except for the title and the navigation buttons.

   e. On the *Objects* toolbar on the left of your Publisher window, click the ***Design Gallery Object*** button .

   f. In the *Design Gallery* dialog box that opens, click ***Web Reply Forms*** on the left.

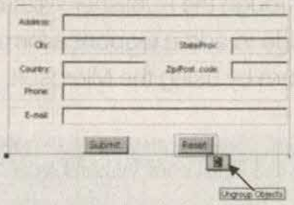
   g. Choose ***Response Form*** on the right, then click ***Insert Object***.



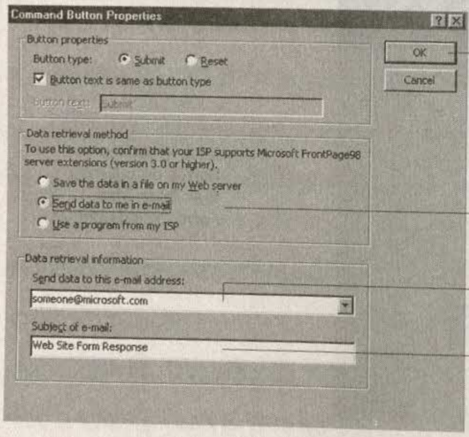
Click Web Reply Forms on the left, then *Response Form* on the right.

   h. Move your cursor over the response form, and when you see the moving truck, click, hold, and drag the response form to the correct location on the page. It will all move as one object.

   i. If you need to rearrange the objects within the response form or delete certain objects, you will need to ungroup the response form by clicking on the ***Ungroup Objects*** button.



2. If you created a response form using the Wizard, go to the page with the response form (usually the last page), click ***Form Page Title***, and then type a title for the page. If you created a response form using the Design Gallery, click ***Story Page Title***, and then type a title for the page.
3. Click ***General Response Form Title***, and then type the title of your response form or survey.
4. Click ***Briefly Describe Your Desired Feedback***, and then type a description of the desired feedback.
5. Click ***First Question***, and then type a statement or question.
6. Click ***Answer A***, and then type a multiple-choice-type answer. Continue through the other answer texts.
7. Double-click the ***Submit*** button to set the form properties.
8. In the *Command Button Properties* dialog box, click the radial button next to ***Send data to me in e-mail***.


Command Button Properties

Button properties

Button type: ● Submit ○ Reset

☑ Button text is same as button type

Button text: Submit

Data retrieval method

To use this option, confirm that your ISP supports Microsoft FrontPage98 server extensions (version 3.0 or higher).

○ Save the data in a file on my Web server

● Send data to me in e-mail

○ Use a program from my ISP

Data retrieval information

Send data to this e-mail address: someone@microsoft.com

Subject of e-mail: Web Site Form Response

When finished, click *OK*.

Select *Send data to me in e-mail*.

Type the e-mail address where you would like responses sent.

Edit the e-mail subject line, if desired.

9.. In the ***Send Data to this e-mail address*** field, type the e-mail address to which you want responses sent.

10. In the ***Subject of e-mail*** box, change the subject of the e-mail message, if desired.

11. Click ***OK*** then save your Publisher file.

Step 2: Enhancing a Web Site

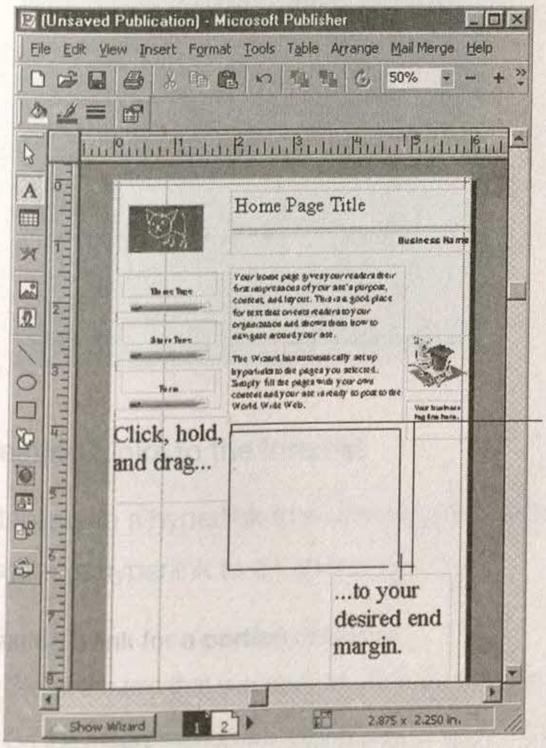
Decide which additional design features you want to add to your Web site. Each feature should enhance the content. Too many sounds and images can be distracting and cause your site to load slowly.

Remember to follow copyright and trademark laws; include source citations when appropriate, and save your work frequently.

Adding Text Frames

1. Hide the Wizard and return to page 1.
2. In the Objects toolbar on the left, click *A* (the Text Frame tool).
3. Draw a text frame beginning at the upper left area where you want your text to begin. Drag the frame diagonally to where you want your text to end.
4. Click anywhere in the text box to enter edit mode.
5. Change the text style if desired, and then begin typing your text.

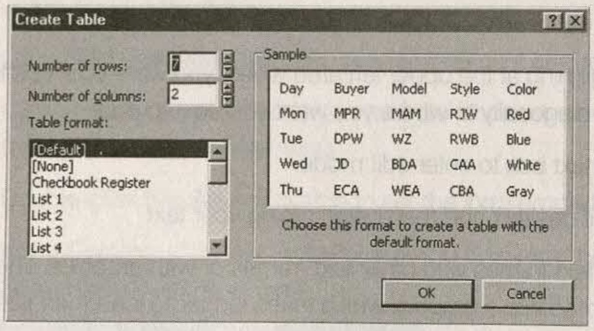
Warning: Do not overlap text frames with other text frames or with graphics. The text frame will be transformed into a graphic, which takes longer to load than text. An animation will not animate if it overlaps with a text box or another graphic.


(Unsaved Publication) - Microsoft Publisher
File Edit View Insert Format Tools Table Arrange Mail Merge Help
50%
Home Page Title
Business Name
Click, hold, and drag...
...to your desired end margin.
Show Wizard
1 2
2.875 x 2.250 in.

Click, hold, and drag (upper left) to your desired end margin (bottom right)

Creating a Table

1. To create a table, on the Objects toolbar on the left, click the *Table Frame* tool.6
2. Position the mouse pointer where you want the upper left edge of the table, and then drag the frame diagonally to create the table.
3. Enter the ***Number of rows*** and ***Number of columns***.
4. Choose a ***Table format***.
5. Click *OK*.
6. Enter the appropriate data for the table.
7. Save your publication.



Create Table

Number of rows: 7

Number of columns: 2

Table format:

- [Default]
- [None]
- Checkbook Register
- List 1
- List 2
- List 3
- List 4

Sample

Day	Buyer	Model	Style	Color
Mon	MPR	MAM	RJW	Red
Tue	DPW	WZ	RWB	Blue
Wed	JD	BDA	CAA	White
Thu	ECA	WEA	CBA	Gray

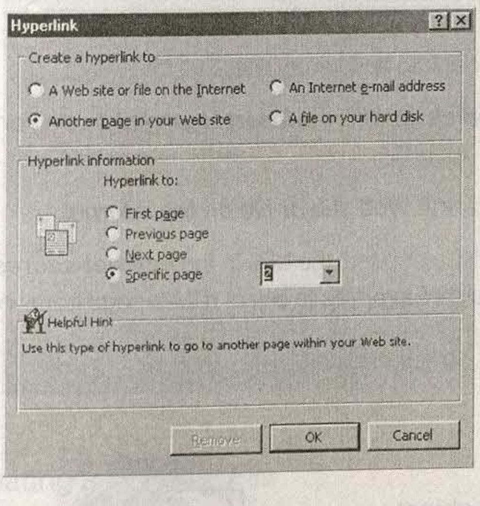
Choose this format to create a table with the default format.

Step 3: Creating Hyperlinks

The Web Site Wizard can help you connect information from one page to another on your site, or to other locations on the Internet, by creating hyperlinks. Think about whether you want to add hyperlinks to text or to objects on a page (for example, to pictures, or parts of objects).

Creating a Hyperlink to Another Page on a Web Site

1. Select a picture or block of text that you would like linked to another page on your site, or to another location on the Internet.
2. On the ***Insert*** menu, click ***Hyperlink***, or click the ***Insert Hyperlink*** button on the toolbar.
3. In the ***Hyperlink*** dialog box, click ***Another page in your Web site***.
4. Click ***Specific page***. Then specify the appropriate page.
5. Click ***OK***. You have just added a hyperlink to another page on your Web site.
6. Save your publication.



Create a hyperlink to
○ A Web site or file on the Internet
○ An Internet e-mail address
● Another page in your Web site
○ A file on your hard disk

Hyperlink information
Hyperlink to:
○ First page
○ Previous page
○ Next page
● Specific page 2

Helpful Hint
Use this type of hyperlink to go to another page within your Web site.

Creating Links to the Internet

Establishing a hyperlink to a specific Internet address is as easy as creating a hyperlink to another page.

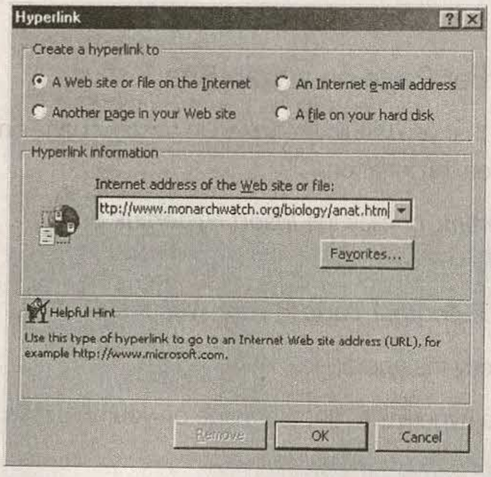
Creating a link for a portion of text

1. Select the text that you want to link to another Internet site.
2. On the ***Insert*** menu, click ***Hyperlink,*** or click the ***Insert Hyperlink*** button on the toolbar.

Remind your participants of the copy and paste shortcut:

1. Click the browser's ***Address*** box to select the address.
2. Press ***Ctrl-C*** to copy.
3. Return to Publisher.
4. Place the insertion point (your cursor) over the hyperlink information box, and then press ***Ctrl-V*** to paste.

3. Under ***Create a hyperlink to***, click ***A Web site or file on the Internet***.
4. Under ***Hyperlink information***, type or paste the URL in the ***Internet address of the Web site or file*** box, or click ***Favorites*** to select a Web page from your Favorites folder.
5. Click ***OK***.
6. Underlined text usually indicates the presence of a hyperlink.



● A Web site or file on the Internet

Internet address of the Web site or file: ttp://www.monarchwatch.org/biology/anat.htm

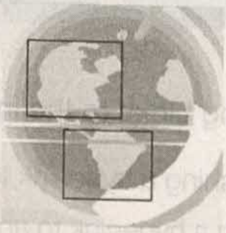
Use this type of hyperlink to go to an Internet Web site address (URL), for example http://www.microsoft.com.

Creating a link for a picture

1. Click the picture that you want to link to an Internet site.
2. On the ***Insert*** menu, click ***Hyperlink***, or click the ***Insert Hyperlink*** button on the Standard toolbar.
3. Under ***Create a hyperlink to***, click ***A Web site or file on the Internet***.
4. Under ***Hyperlink information***, type or paste the URL in the ***Internet address of the Web site or file*** box, or click ***Favorites*** to select a Web page from your Favorites folder.
5. Click ***OK***.

Using the Hot Spot Tool

To add hyperlinks to part of an object (for example, one picture in a collage), you can use the Hot Spot Tool.

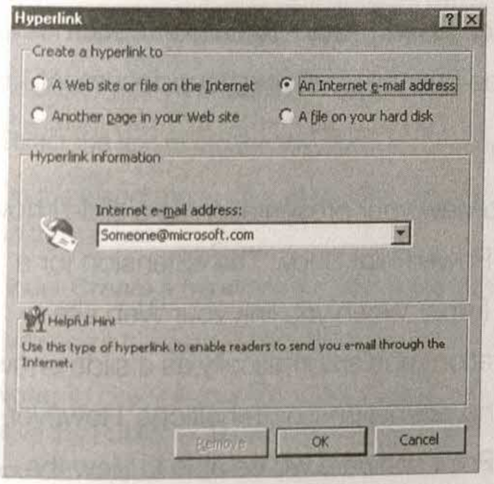


1. On the Status bar, click the ***page 3*** icon.
2. On the Objects toolbar, click ***Hot Spot Tool***.
3. On the part of the picture you want to link to another page or Internet site, position the mouse pointer where you want the upper left edge of the link, and then drag the mouse diagonally to create the hot spot.

4. Under ***Hyperlink information***, type or paste the URL in the ***Internet address of Web site or file*** box, or click ***Favorites*** to choose a URL from your Favorites folder.
5. Click ***OK***.
6. Save your publication.

Creating a Hyperlink to an E-mail Address

1. Click the picture or select the text that you want to link to your e-mail address. When someone selects this link on the Internet, it starts that person's e-mail program with your e-mail address in the To line.
2. On the ***Insert*** menu, click ***Hyperlink*** or click the ***Insert Hyperlink*** button on the toolbar.
3. Under ***Create a hyperlink to***, click ***An Internet e-mail address***
4. Under ***Hyperlink information***, type an e-mail address.
5. Click ***OK***.
6. Save your publication.



Hyperlink

Create a hyperlink to

○ A Web site or file on the Internet
● An Internet e-mail address
○ Another page in your Web site
○ A file on your hard disk

Hyperlink information

Internet e-mail address: Someone@microsoft.com

Helpful Hint

Use this type of hyperlink to enable readers to send you e-mail through the Internet.

Creating a Link to a File

If you want to link your Web site to documents you have created, you have several options. If you want your viewers to have the ability to save and edit the document, you need to save the file in its original file format. Viewers must have the same software to read and edit the file correctly. If you want your viewers to only read your document, you need to save it as a Web page.

Creating a Link to a Microsoft* Word or Microsoft* Excel Document

If you want to be sure that your audience can view your linked document, open that file and save it as a Web page in the same folder as your Web site (some formatting may be changed or lost).

1. Open the document.
2. On the ***File*** menu, click ***Save as Web Page***.
3. Save the file in the same folder as your Web site.
4. Return to your Web page. Select the text or picture you want to link to the document.
5. On the ***Insert*** menu, click ***Hyperlink***, or click the ***Insert Hyperlink*** button on the Standard toolbar.
6. Under ***Create a hyperlink to***, click ***A file on your hard disk***.
7. Browse for the appropriate file and click ***OK***.

Creating a link to a Microsoft* PowerPoint* document

If you would like your audience to view your PowerPoint document on the Internet, you have three options for saving your document.

Linking to a PowerPoint Show

If your want your audience to view your presentation as a slide show, save your presentation as a PowerPoint Show. The extension for a file saved as a slide show is (.pps). When you link your Web site to this type of file, your presentation runs automatically as a slide show. You do not lose any formatting, animations, or transitions. However, only those who have PowerPoint software will be able to view the presentation.

1. Open your PowerPoint presentation.
2. On the ***File*** menu, click ***Save As***.
3. Locate your Program folder. Save the presentation in the same folder as your Web site.
4. In the ***File name*** box, type a name for the presentation.
5. In the ***Save as type*** box, click ***PowerPoint Show***.

6. Return to your Web page.
7. Select the text or picture you want to link to the presentation.
8. On the ***Insert*** menu, click ***Hyperlink***, or click the ***Insert Hyperlink*** button on the toolbar.
9. Under ***Create a hyperlink to***, click ***A file on your hard disk***.
10. Browse for the appropriate file, and then click ***OK***.

Linking to a PowerPoint Presentation

If you want the presentation to remain a PowerPoint file that viewers can save and edit, follow the instructions below. However, only those who have PowerPoint software can view the presentation.

1. Open your PowerPoint presentation.
2. On the ***File*** menu, click ***Save As***.
3. Locate your Program folder. Save the presentation in the same folder as your Web site.
4. In the ***File name*** box, type a name for the presentation.
5. Return to your Web page.
6. Select the text or picture that you want to link to the presentation.
7. On the ***Insert*** menu, click ***Hyperlink***, or click the ***Insert Hyperlink*** button on the toolbar.
8. Under ***Create a hyperlink to***, click ***A file on your hard disk***.
9. Browse for the appropriate file, and then click ***OK***.

Note: To check if your PowerPoint presentation link works, you need to first save the Publisher file as a Web page in your Web page folder. After doing so, you can double-click the ***index*** file to check it. Checking the link may not work properly if you try to look at the file in Web Page Preview first.

Linking to a PowerPoint Web Page

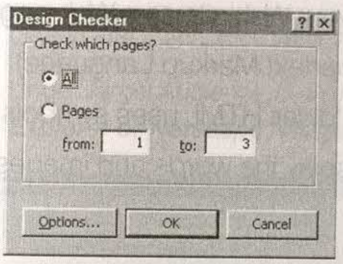
If you want your audience to view your linked presentation as a Web page, open your PowerPoint presentation and save it as a Web Page. PowerPoint saves each slide as an .html file, with a graphic of the file saved within a Web folder. Your audience can view your slides with a table of contents that has hyperlinks to each slide. Animations and transitions are lost and some formatting may be changed.

1. Open your PowerPoint presentation.
2. On the ***File*** menu, click ***Save as Web Page***.
3. Locate your Program folder. Save the file in the same folder as your Web site.
4. In the ***File name*** box, type a name for the Web page.
5. Return to your Publisher Web page.
6. Select the text or picture you want to link to the PowerPoint Web page.
7. On the ***Insert*** menu, click ***Hyperlink***, or click the ***Insert Hyperlink*** button on the toolbar.
8. Under ***Create a hyperlink to***, click ***A file on your hard disk***.
9. Browse for your presentation that has been saved as a Web page (HTML file).

   Note: PowerPoint saves your presentation as .html files. All supporting files such as bullets, backgrounds, sound, and graphics are by default saved into a supporting folder. Do not link to any files located in your .html files folder. Set links to go to the .html file directly outside of the supporting folder.
10. Click ***OK***.

Step 4: Using the Design Checker

1. On the ***Tools*** menu, click ***Design Checker***.
2. To check your entire publication, click ***All***. To check specific pages, click ***Pages***, and then type the page numbers in the ***from*** and ***to*** boxes.

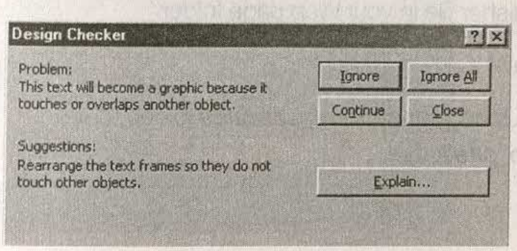


● All

○ Pages

from: 1 to: 3

3. Click ***OK***.
4. Publisher checks the design and displays a dialog box if it finds a problem.



Problem:
This text will become a graphic because it touches or overlaps another object.

Suggestions:
Rearrange the text frames so they do not touch other objects.

5. If you want to fix the problem, go to the publication and make your changes You do not have to close the ***Design Checker*** dialog box. When you are finished, click ***Continue*** to have Publisher continue checking your publication. If you do not want to fix the problem, click ***Ignore*** or ***Ignore All***, and then click ***Continue***.
6. Click ***Close***.

Step 5: Previewing a Web Site

1. On the ***File*** menu, click ***Web Page Preview***.
2. In the ***Web Page Preview*** dialog box, click ***Web Site*** to preview all pages in your Web site. Publisher automatically starts Internet Explorer or your default Web browser to view your site.
3. Test all of your links to ensure that they work properly.

   Note: If you have linked to a PowerPoint presentation, your link does not work when previewing your Web site.

   Note: If you are previewing your Web site using a browser other than Microsoft* Internet Explorer 4.0 or above, you may encounter errors.

Step 6: Saving a Web Site

Before uploading your Web site to the Internet, be sure to save your Web site in two formats. First, save your Web site as a Publisher file. This format allows you to edit and make changes to your Web site. When you have completely finished, save your Web site as a Web page. Publisher converts all pages to HTML (Hypertext Markup Language) and all images to image files within a Web folder. HTML uses symbols and codes to tell Web browsers how to display the words and images on a Web page.

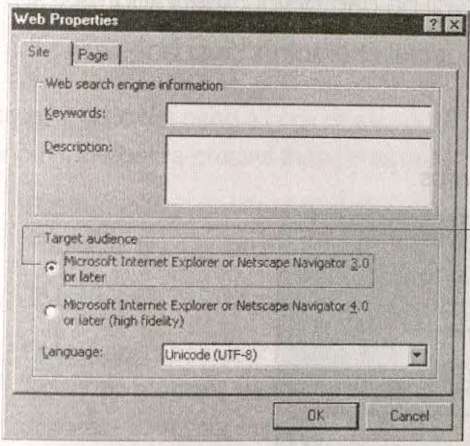
Saving as a Publisher File

1. Save your Web site as a Publisher file in your Web page folder.
2. On the ***File*** menu, click ***Save***.
3. Locate your Program folder. Open your ***student_samples*** folder. Then open the ***student_web_site*** folder.
4. Name your Web site.
5. Click ***Save***.

Step 7: Changing Browser Compatibility

If viewers of your Web site will be using Netscape* Navigator, you will have better results if you change the target audience settings to a lower version of Internet Explorer/Netscape.

1. On the ***File*** menu, click ***Web Properties***.
2. Under *Target Audience*, click the radial button next to ***Microsoft Internet Explorer or Netscape Navigator 3.0 or later***.



● Microsoft Internet Explorer or Netscape Navigator 3.0 or later

○ Microsoft Internet Explorer or Netscape Navigator 4.0 or later (high fidelity)

Language: Unicode (UTF-8)

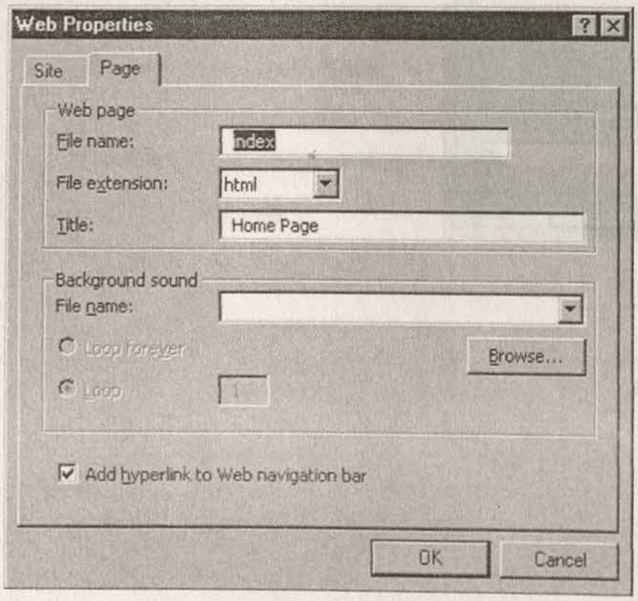
Select the 3.0 Internet browser setting.

3. Click ***OK***.
4. Save your Publisher file.

Step 8: Changing the Name of Your Home Page (optional)

If your Web site is going to be part of a larger site (like a school Web site), you may want to have a different name for your home page than *index*, which would be the default name created by Publisher for the first page of your Web site once you select *Save as Web Page*. If you want to change your home page to another name, follow the steps below. Remember: the name you choose will be part of your Web address, so keep it simple and do not include special characters or spaces.

1. Go to the first page of your Web site.
2. On the *File* menu, click ***Web Properties***.



File name: index
File extension: html
Title: Home Page
File name:
○ Loop forever
● Loop 1
☑ Add hyperlink to Web navigation bar

4. In the *File name* box, type the name for the first page of your Web site.
5. Click ***OK***.
6. Save your Publisher file.

Step 9 : Saving a Publisher File as a Web Page

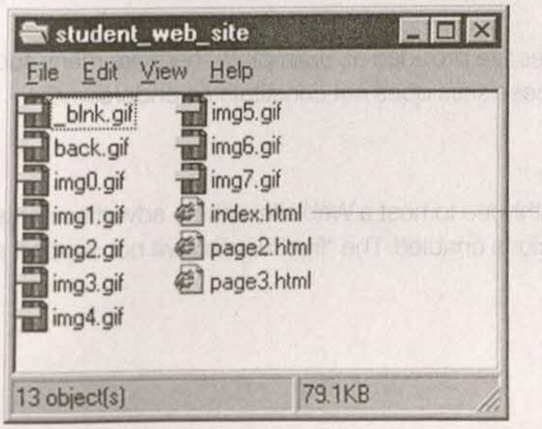
Before uploading your Web site to the Internet, be sure to save your Web site as a Publisher file. This format allows you to edit and make changes to your Web site. When you have completely finished, use the following directions to save it as a Web page. Publisher converts the document pages to HTML (Hypertext Markup Language) and all images to image files within a Web folder. Web pages use symbols and codes to tell Web browsers how to display the words and images on a Web page, and Publisher writes this coding for you.

Note: You do not need a copy of your original image files in your Web site folder since Publisher re-creates these images for you when it generates the Web site.

1. Before saving your Publisher Web site as a Web page, do a final save as a Publisher file. On the ***File*** menu, click ***Save***.
2. To save as a Web page, on the ***File*** menu, click ***Save as Web Page***.
3. Locate and open your Portfolio folder. Open the ***student_samples*** folder. Open the ***student_web_site*** folder. If you want to keep your Web site files separate from your Publisher file, you can create another subfolder by clicking on the ***Create New Folder*** button, the yellow folder with the star.
4. Click ***OK***.

   Note: Publisher saves all of your Web pages and images as HTML and image files. Do not attempt to move any files in relation to each other, or your Web site will not work.

5. If you want to check whether your links work, open *My Computer* or *Microsoft Windows Explorer*, and then double-click the file, ***index*** (or your customized home page name). The file will open in your default Internet browser.



Double-click the home page file name that ends with *htm* or *html.*

Step 10 : Options for Publishing to the Web

Depending on a school policy, there are several options for publishing Web pages. Teachers can publish to their school intranet or Internet Web site, to a free or paid Web hosting site, or through their personal Internet service provider (ISP). Many of the free Web hosting sites use advertising that may be objectionable, as well as contain limitations. Teachers must also check their school's policies for using outside Web hosting sites for official school content. Policies and agreements with the Web hosting site must be reviewed before uploading a Web site for student use. Web site publishing options are explained below.

Note: If you have a survey/response form on your Web site, your Web site must be published on a server that has FrontPage 2000 Extensions.

Publishing Web Pages on a School or District Web Site

Contact your school Web site administrator to see if you can include your Web pages as part of the school Web site. Give the Webmaster or coordinator a disk that contains all of your Web site files.

Note: You need to give your school's Webmaster your Web site saved as a Web page, not as a Publisher file. (See page 10.21)

Publishing to a Free Web Page Hosting Site

Many sites offer free Web page hosting on the Internet. You can also search for "free Web hosting" using a search engine or directory, or visit those listed below. Be sure to check their terms and conditions carefully.

Note: This list of Web hosting sites are provided as examples. There are many such sites available. The inclusion of these sites does not constitute an endorsement.

Freeservers.com
http://www.freeservers.com
This site charges a nominal monthly fee to host a Web site with no advertisements and with FrontPage 2000 Extensions enabled. The "free" version will not support a survey/response form.

Tripod (tested site)
http://www.tripod.lycos.com/

Yahoo! GeoCities
http://geocities.yahoo.com/home/

A compilation of free Web page hosting services can also be found at:

The Free Site
http://www.thefreesite.com/Free_Web_Space

FTPplanet.com: Ratings and Reviews - Free Web Hosting Sites
http://www.ftpplanet.com/cgi/_listreview/listreview.pl?list_path=Web_free_hosting

Publishing to an Internet Service Provider's Site

Home Internet service providers (for example, Earthlink*, AT&T*, MSN*, AOL*) often offer free Web page hosting simply for signing up for their Internet service. Be sure to check whether the personal Web space that is provided with your home account can include FrontPage 2000 Extensions. Some Internet Service Providers only provide FrontPage Extensions for their business accounts.

Activity 2

Evaluating Student Samples (10 minutes)

Description: During this activity, you will reflect on your student Web site to ensure that it aligns with the targeted standards. You may also add learning objectives you addressed while creating this Web site that you did not foresee or include in your initial Lesson Plan. The use of technology should enable your students to work better, faster, smarter, or more in-depth than when using traditional, instructional tools. Ask yourself whether this student Web site demonstrates enhanced student learning because it integrates technology effectively. Does your student sample address the Essential and Unit Questions? Is it possible to implement the activity in your classroom?

It is important to distinguish between what your students produce and why you want them to produce it. Answers to the "what" question typically include products or things, such as publications, reports, or Web sites. However, answering "why" it is valuable to create these products gets at the heart of your learning objectives. Reflect on the "why" during this activity and you will likely identify learning objectives that you had not originally included. In the next activity, you will add any new objectives to your Lesson Plan.

Use the *Student Sample Evaluation Checklist* on the following page to review your student Web site. In the Comments section, note any needed revisions.

Student Sample Evaluation Checklist

Evaluation Criteria	Checklist	Comments
Integration of Technology	In what way is your student sample engaging, age appropriate, beneficial to student learning, and supportive of higher-level thinking skills?	
	How does the use of technology enable your students to work better, faster, smarter, or more in-depth?	
	How is technology integral to the success of your Lesson Plan?	
	How does the student sample exhibit a clear relationship between the use of technology and student learning?	
Student Learning	In what way does the student sample demonstrate students ability to interpret, evaluate, theorize, and/or synthesize information?	
	How does the student sample demonstrate understanding of targeted learning objectives and address the Essential and Unit Questions?	
	Does the student sample align with the established guidelines of the School Examination Board for the targeted subject area(s)?	
	How does your student sample provide accommodations to support different levels of learners?	
Implementation	Is it possible to implement this activity in your classroom?	

Activity 3

Revisiting Lesson Plans (20 minutes)

Description: During this activity, you will open your Lesson Plan and add the Web site procedures. Remember to make any needed modifications to your targeted student learning objectives. Ensure that your student sample shows students how their Web site can be used to answer the Essential and Unit Questions.

1. Open your Lesson Plan.
2. In the Procedures section you may wish to include the following:
    - Overview or introduction of the lesson to your students
    - Student activities/tasks, such as:
        - Student pre-planning activities – brainstorming, discussion
        - Hands-on activities – Science labs, field trips, simulations, manipulatives
        - Research – library, guest speakers, print and electronic resources, Internet
        - Guided, collaborative, and independent work
        - Planning and development of student publication
        - Publication of student work
    - Estimated time for each activity/task
3. Reflect on your student Web site sample and procedures. Review your prioritized list of the established guidelines of your School Examination Board , and modify them, if necessary.
4. Review the objectives section and, if needed, modify the student learning outcomes.

Activity 4

Viewing Sample Web Site Evaluation Tools (20 minutes)

Description: During this activity, you will view Web site evaluation tools located in the *Module 10, Activity* 4 folder on the Program CD-ROM. You may also choose to view additional Web site assessment ideas from the URLs listed below. During the Take Home activity of this module, you will be preparing a draft of the evaluation tool on paper and in the next module you will be creating it on the computer using Microsoft* Word.

Note: Remember to note down key points that you would like to incorporate in your evaluation tool for assessing your student Web sites as you view the different samples.

Creating Rubrics: Inspire your students and foster critical thinking
http://www.teachervision.com/lesson-plans/lesson-4521.html

A Rubric for Evaluating Social Studies World Wide Web Pages
http://www.coe.ilstu.edu/jabraun/braun/professional/wwwrubric.html

Whom Do You Invite To Your Town?
Student Project Rubric
http://education.ca.sandia.gov/more/past/super/tw_rich/studentrubric.html

Student Web Page/Multimedia Project Rubric
http://www.ncsu.edu/midlink/rub.mm.st.htm

Teaching with the Internet: Module 4 Evaluation Web Design
http://www.uni.edu/profdev/teachnet/four/eval_g4.html

Rubistar
http://rubistar.4teachers.org/
This site assists with the creation of rubrics. However, the content generated will be very generic. If you use this site, be sure to edit the text so that it contains specific content requirements. You can copy and paste the completed rubric into a Microsoft Word document or save the page in HTML format

Note: For easy access, links to these Web sites are available in the *Module 10, Web Sites* folder on the Program CD-ROM.

Be sure to go over the Take-Home Activities with the participants.

You may want to encourage your participants to review Module 11 prior to the next session so that they know what to expect and are prepared for the activities.

TAKE-HOME ACTIVITIES (10-minute overview)

Activity 1

Creating a Web Site Evaluation Tool

Step 1: Ideas for Creating a Web Site Evaluation Tool to Assess Student Learning

In this activity, you will develop an evaluation tool to assess the learning that is demonstrated in your students' Web sites. There are different types of evaluation tools such as checklists, rubrics, scoring guides, etc. Be sure to select the one that is most appropriate for your students and their projects. If you are planning to use a scoring system be sure to give more weightage to the content than the technology elements. Consider the following items when developing your evaluation tool:

Content

- The content supports the Web site's targeted objectives. The evaluation tool of the student Web site contains topic-specific criteria, such as:
    - –Demonstrates understanding of how geological structures impact the culture of a chosen country through written examples, pictures, links, and posted correspondence.
    - –Includes one original work of art with a scanned image, and email buddy correspondence related to your work.
    - –Proposes and supports an ongoing collaborative project, calling for other schools or classes to participate in a survey based on their research question.
    - –Publishes survey results using tables and graphs.
    - –Includes analysis of and links to well-chosen Web sites.

Accuracy

- There are no mistakes in spelling or grammar.
- Information is accurate, complete, useful, current, and meaningful.

Design and Layout

- ***Navigation:*** Links and buttons demonstrate an understanding of content and their relationship to each other.
- ***Aesthetics:*** The Web site layout is logical and aesthetically pleasing. The design is consistent and reinforces the content message.
- ***Graphics and Pictures:*** Graphics are attractive and relevant. Graphics are placed so as not to interfere with the content. Quantity and resolution of images allows the Web page to load quickly.
- ***Text, Color, and Background:*** The text is easy to read. The background is subdued and coordinates with text colors and graphics.
- ***Lists and Tables:*** Lists and tables are properly constructed and positioned.

Cooperation and Participation

- The student shows respect for others and communicates and works well with other members of his or her group.
- The student is an active and contributing group member.

Step 2: Creating your Evaluation Tool

In this step you will be creating a draft of your evaluation tool on paper. As you develop your evaluation tool, remember that they should serve as instruments for authentic assessment with all targeted objectives included and contain topic-specific criteria in order to serve as a helpful scaffold for students. Given below and in the next page are a blank rubric table and a scoring guide. Be sure to select the one that is most appropriate and modify it to suit your students and their projects.

Sample Blank Rubric Table

Criteria	Excellent	Good	Satisfactory	Poor
Content				
Accuracy				
Design and Layout				
Cooperation and Participation				

Sample Blank Scoring Guide

Criteria	Description	Maximum Marks	Marks Obtained
Content			
Accuracy			
Design and Layout			
Cooperation and Participation			

Activity 2

Reflection Log

Step 1: Pondering over the reflective questions.

To begin with, reflect on the following questions:

- How is a Web site different from the other student samples you have created? What kinds of projects and learning would be best served through the creation of a Web site?

- How do you ensure students' understanding of content is increasing when working on technology-enhanced assignments?

Step 2: Enter your reflections in the Reflection Log.

After you reflect on the above questions write down your thoughts in the Reflection Log .

Note: The Reflection Log sheets are available after Module 17 in the Curriculum Binder.

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PAIR AND SHARE

Sharing Web Sites and Evaluation Tools (15 minutes)

Share: Your student Web site sample and evaluation tool.

PEDAGOGICAL PRACTICES

Discussing uses of the Internet and Multimedia (20 minutes)

Discuss: Internet and multimedia use in learning and teaching.

ACTIVITIES

Activity 1: Enhancing your Web Site Sample (40 minutes)

Enhance: Your Student Web Site sample.

Activity 2: Creating Web Site Evaluation Tool using Microsoft* Word (40 minutes)

Create : An electronic copy of the Web Site evaluation tool.

Activity 3: Reviewing your Student Web Site and Evaluation Tool (15 minutes)

Review: Your student Web Site and evaluation tool.

Activity 4: Revisiting Lesson Plans (20 minutes)

Modify: Lesson Plan learning objectives and procedures.

Activity 5: Viewing Student Support Materials (20 minutes)

View: Student Support Materials from the Program CD-ROM.

TAKE-HOME ACTIVITIES (10 minutes)

Activity 1: Planning Student Support Materials

Read: The Ideas for using Microsoft* Word.

Plan: Your student support materials.

Activity 2: Reflective Thinking

Ponder: Over the Reflective Questions.

Enter: Your reflections in the Reflection Log.

PAIR AND SHARE (15 minutes)

Description: During this activity, you will exchange and share the student Web site and evaluation tool that you created in Module 10. After sharing your samples, provide feedback to one another.

Consider the following:

- Does the student evaluation tool match the learning objectives and support the Essential and Unit Questions?
- Does the Web site sample meet the desired outcomes or expectations of the evaluation tool?

List ideas for modifying either your Web site or evaluation tool.

Hand out Pair and Share cards and ensure that different participants work with one another in subsequent Pair and Share sessions.

After pairing, ask participants to share with the rest of the class anything they learned or found particularly valuable.

PEDAGOGICAL PRACTICES (20 minutes)

Description: The Internet can be used for collecting up-to-date and vast amount of information stored in millions of interconnected computers the world over (World Wide Web). On the other hand, multimedia - i.e. text, pictures, audio and video - is used for communicating knowledge very efficiently. Both of these can be used as supplements to enhance learning and teaching, in addition to conventional methods.

Spend fifteen minutes brainstorming about the types of lessons/ topics in which the internet and multimedia would be useful supplements to conventional methods of learning and teaching.

List and share your ideas.

1. ______
2. ______
3. ______
4. ______
5. ______

ACTIVITIES

Activity 1

Enhancing Your Web Site Sample (40 minutes)

Modify your student Web Site sample according to the ideas listed by you in the *Pair and Share* activity.

Activity 2

Creating a Web Site Evaluation Tool with Microsoft* Word (40 minutes)

In this activity, you will create an electronic copy of your evaluation tool to assess the learning that is demonstrated in your students' Web Sites. To review the basics of creating a Word document refer to page 7.05.

Saving the Evaluation Tool

1. On the ***File*** menu, click ***Save***.
2. Locate an appropriate folder in which to save your evaluation tool. If you have access to your Project Portfolio folder, open your ***Project Portfolio*** folder, the ***lesson_support*** folder, then your ***evaluations_tools*** folder.
3. In the ***File name*** box, type an appropriate file name.
4. Click ***Save***.

Activity 3

Reviewing your student Web Site and Evaluation Tool (15 minutes)

During this step, you will compare your student Web site and evaluation tool to ensure that both target the same learning objectives. Does your student Web site meet the criteria of your evaluation tool? Does your evaluation tool contain content-specific criteria so that it will be helpful to students?

Use the Evaluation Checklist below to review your student Web site and evaluation tool. Use the Comments section to note any needed revisions.

You may also want to visit the following site to help assess your evaluation tool:

Rubric to Assess a PBL [Project-Based Learning] and Rubric
http://www.idecorp.com/assessrubric.pdf

Evaluation Checklist

Evaluation	Criteria Checklist	Comments
Student Assessment and Evaluation	How does your assessment tool accurately measure whether students have met targeted learning objectives?	
	Does your assessment tool contain topic-specific criteria in order to serve as a helpful scaffold for students?	

Activity 4

Revisiting Lesson Plans (20 minutes)

Description: During this activity, you will open your Lesson Plan and add any additional procedures.

1. Open your Lesson Plan.
2. In the Procedures section you may wish to revise the following:
   - Overview or introduction of the Lesson to your students
   - Student activities/tasks, such as:
     - Student pre-planning activities – brainstorming, discussion
     - Hands-on activities – Science labs, field trips, simulations, manipulatives
     - Research – library, guest speakers, print and electronic resources, Internet
     - Guided, collaborative, and independent work
     - Presentation of student work
   - Estimated time for each activity/task
3. Review the objectives section and, if needed, modify the student learning outcomes.

Activity 5

Viewing Sample Student Support Materials (20 minutes)

Description: During this activity, you will view documents, templates, and/or forms that will support your Project Portfolio and serve as scaffolds for students.

Teachers create scaffolds or organizational tools to guide students' learning. Scaffolding is the structure we give to students to help them organize and support their investigation or inquiry (for example, concept maps; checklists; study guides; self-assessment tools; pre-formatted documents, presentations, and publications; or organizational charts).

In the beginning, students use scaffolds provided by the teacher. Later, students modify scaffolding to fit their own needs. Finally, students learn to create their own scaffolds to become independent learners.

View sample support materials located in the *Module 11, Activity 5* folder on the Program CD-ROM. Note the difference between documents, forms, and templates. These samples demonstrate how scaffolding can support students in achieving the targeted learning objectives.

What types of documents, forms, or templates could you create that would be most helpful for your students during your Lesson?

TAKE-HOME ACTIVITIES (10-minute overview)

Be sure to go over the Take-Home Activities with the participants.

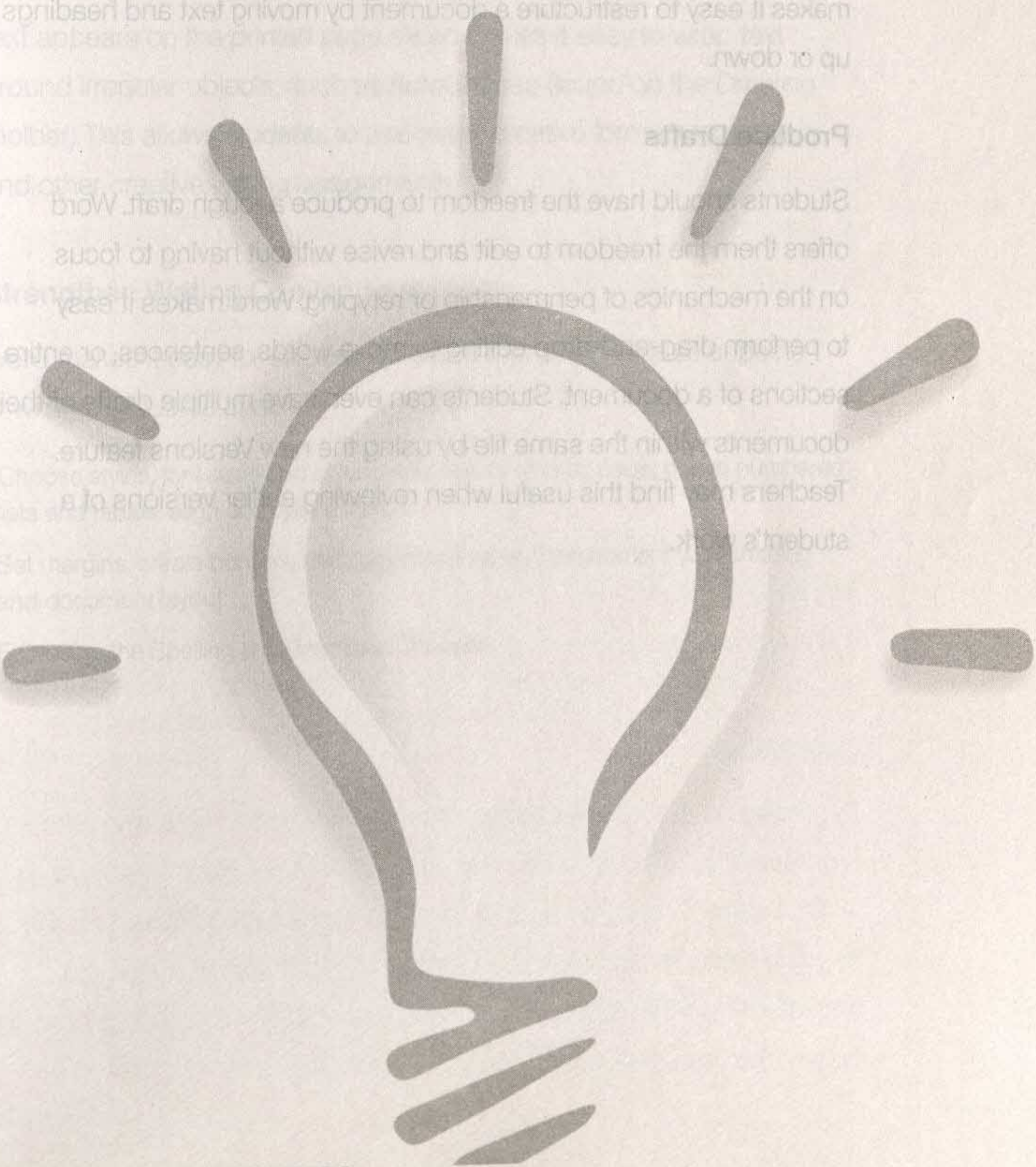
You may want to encourage your participants to review Module 12 prior to the next session so that they know what to expect and are prepared for the activities.

Activity 1

Planning Student Support Materials

Description: During this activity, you will read about ideas for using Microsoft* Word in your classroom. This would help you in planning out the support materials for your students.

Step 1: Read Ideas for using Microsoft* Word in your Classroom.



Tell participants to reflect on how one of these applications would enhance the learning in their Project Portfolio.

Have participants adjust the objectives in their Lesson Plan to incorporate one or more of these ideas.

Recommended Educational Applications for Students**

The Writing Process

Using Microsoft* Word can help enhance the writing process. Students can develop ideas and content, produce multiple drafts, edit, revise, and publish their work.

Develop Ideas and Content

Students can use the Word Outline View to create an outline of their writing project. Outline View shows the document's structure and makes it easy to restructure a document by moving text and headings up or down.

Produce Drafts

Students should have the freedom to produce a rough draft. Word offers them the freedom to edit and revise without having to focus on the mechanics of penmanship or retyping. Word makes it easy to perform drag-and-drop editing to move words, sentences, or entire sections of a document. Students can even save multiple drafts of their documents within the same file by using the new Versions feature. Teachers may find this useful when reviewing earlier versions of a student's work.

Develop Editing Skills

Students can refine their writing through individual or peer editing. Students can get help structuring the editing process by using the Reviewing toolbar. With the Reviewing toolbar, students or teachers can easily insert comments, track changes, highlight areas of text with color, save versions, and even send e-mail. Rewriting becomes more of a challenging, exciting opportunity to improve quality rather than a time-consuming chore.

Add Voice

You can add voice to a document just by changing the way the text appears on the printed page. Word makes it easy to wrap text around irregular objects, such as AutoShapes (found on the Drawing toolbar).This allows students to use many creative formats for poetry and other creative writing assignments.

Strengthen Writing Conventions

Word makes it easy for students to experiment with various aspects of writing. Students can:

- Choose styles, font sizes and colors; add bullets or drop caps; create numbered lists and tables; align and space words.
- Set margins, create borders, add page borders, and experiment with shading and document layout.
- Edit using the Spelling and Grammar Checker.

Check for Sentence Fluency

With Microsoft Word, the writer can specify the set of grammar and writing style rules in the Grammar Checker. On the ***Tools*** menu, click ***Options***, and then click the ***Spelling & Grammar*** tab. You can customize any of the built-in grammar and writing styles by choosing specific rules to apply to special customized styles, such as casual communication or technical writing. You can also create your own custom grammar and writing styles.

Organization

The Document Map and Outline view are important tools that you can use to help students determine how well their reports are organized. It is important to help students as they mature to take advantage of all available tools so that they can focus on the content of their writing rather than having to place a major emphasis on developing conventions. In Outline view, students can collapse a document to show only the headings and body text they want. This makes it easier to view the document's organization, move through the document, and rearrange large chunks of text.

Adding Graphics

You can add WordArt, animated text, clip art, scanned pictures, and page borders to any document in Word to produce a professional-looking, creative document.

Publishing

To publish on the Internet, students can prepare their work and print it out, hand in an electronic file, or convert it to a Web page. With built-in HTML support, students simply choose ***Save As Web Page***, and all text, graphics, and tables are converted to HTML format. Once the document is in that format, Office features enable students to add scrolling text, background sound, background effects, and more.

Writing Across the Curriculum

Fostering the ability to write in all content areas has become an increasingly important part of curriculum. Clear and effective writing is an important skill for students to build as they prepare to move from school to work. Students often say, "I don't like to write. I don't know what to write about." Here are some suggestions for incorporating writing into various areas of the curriculum.

Language Arts

- Write group folktales or fables.
- Focus on imaginative or creative writing development.
- Develop slogans.
- Write commercials.
- Produce a play script and then perform the drama for the class or other classes.
- Write poems.
- Develop your own books.
- Rewrite a familiar story from another perspective.
- Keep a journal.
- Describe a process or skill.
- Report on a visit.
- Write different types of letters.
- Produce a class newspaper – set up teams of editors, reporters, and artists and publish a class paper by sharing it with the rest of the school on your intranet.
- Use graphic organizers to analyze stories.
- Plan and organise a "School Day". This would include producing invitations, schedules, flyers, and signs, as well as planning the agenda and any special needs for the event.

Social Studies, History, and Geography

- Prepare reports on states or countries by using the resources in the Microsoft* Encarta* multimedia encyclopedia, Microsoft* Virtual Globe, and reference material on the Internet.
- Create a country travel guide. Use the Office Web toolbar to search for information on the Internet from within Word.
- Produce travel brochures; prepare an itinerary for a traveler, including details as to the types of transportation to be used and the problems that might have to be overcome. Use material from the Web.
- Select a historical period and write from the perspective of someone who lived in that era. Use data from Encarta or the Internet to provide background information.
- Produce mystery statements to help others guess their location.
- Write questions for classroom games.
- Develop games for others to play.
- Use WordArt to design posters about different historical events.
- Prepare a guidebook to your state. Remember to include important aspects about the state including history, political structure, famous people, products, population, industries, famous places, and so forth. This could be an effective cooperative learning project.
- Use the Word Web Wizard to create a Web site for a fund raising Campaign.Put this project site on your classroom or school's intranet site and share with other classrooms or schools. For example, complete an in-depth study of the Gujarat Earthquake and the rehabilitation of its victims. Conduct an online campaign for fundraising.Update the Web site, showing the progress of the rehabilitation of the victims. Use Microsoft* Excel to calculate the amount of funds raised and the way it has been distributed and utilised for the welfare of the victims and then chart them and include them in the Word report.

Science

- Write lab reports.
- Choose a scientific invention and write a report about it. Use the Drawing toolbar tools to illustrate the invention.
- Write about the creative thinking you used to solve a problem.
- Describe scientific events.
- Research and produce a book on the life cycle of a specific organism.
- Write predictions about a science experiment. After completing the experiment, write up the results, comparing them with the original predictions.
- Demonstrate an understanding of scientific processes through creative written presentations.

Mathematics

- Write story problems for others to solve. Use Microsoft* Equation Editor to insert equations into a Word document.
- Write and conduct surveys.
- Prepare graphs and charts.
- Use the Drawing toolbar to create basic shapes. Add 3-D effects to these shapes and then explore their 3-D properties.
- Develop themes, such as quilting, that allow the learner to incorporate knowledge from all areas of the curriculum.

Examples of Student Support Materials

Examples of Word Documents

- Assignment instructions
- Quizzes and tests
- Study guides
- Worksheets
- Tables and graphs of data
- Supplemental reading article or story
- Surveys

Examples of Templates for Student Use

- Presentation template
- Publication template
- Web site template
- Science lab report
- Journal entry
- Book report or review
- Graphing assignment
- Summary or synopsis
- MLA or APA essay format

Step 2: Plan your Student Support Materials

List ideas for integrating documents and templates such as those listed above, and others, into your Project Portfolio.

1. ______________________________

2. ______________________________

3. ______________________________

Activity 2

Reflection Log

Step 1: Pondering over the reflective questions.

To begin with, reflect on the following question:

- How would you use technology effectively to create a learning environment that promotes collaboration, enquiry based learning, critical thinking, questioning and problem solving skills amongst your students?

Step 2: Enter your reflections in the Reflection Log.

After you reflect on the above question write down your thoughts in the Reflection Log .

Note: The Reflection Log sheets are available after Module 17 in the Curriculum Binder.

Notes:

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PEDAGOGICAL PRACTICES

Supporting Diverse Learners (20 minutes)

Discuss: Strategies for supporting the diverse needs of learners when using technology.

ACTIVITIES

Activity 1: Creating Student Support Materials (1hour, 45 minutes)

Create: Scaffolds to support your students during the Lesson.

Activity 2: Revisiting Lesson Plans (20 minutes)

Modify: Lesson Plan learning objectives and procedures.

Activity 3: Exploring the Microsoft* Excel Window. (25 minutes)

Explore: Various features of Microsoft Excel.

View: A sample Spreadsheet.

TAKE-HOME ACTIVITIES (10 minutes)

Activity 1: Ideas for using Microsoft Excel in the classroom

Read: Ideas for using Microsoft* Excel in the classroom.

Activity 2: Reflective Thinking

Ponder: Over the Reflective Questions.

Enter: Your reflections in the Reflection Log.

PEDAGOGICAL PRACTICES (20 minutes)

Description: Due to increasing diversity in classrooms, teachers are challenged to create learning activities that are engaging to all students. By designing appropriate learning environments and experiences we can support the diverse needs of our learners.Students' learning styles and special needs must be considered when planning project-based learning activities. Spend fifteen minutes discussing strategies for supporting the diverse needs of learners, such as learning styles, special needs and gifted, when using computers in the classroom.

For example, how can we use multimedia projects to tap the undiscovered strengths and talents of our students with disabilities so that they can more fully participate in the learning process? Which computer technologies best support different learning styles? How can we modify classroom activities to empower gifted students or students with special needs?

Note: Additional resources on this topic can be found in the *Module 12, Pedagogical Practices* folder on the Program CD-ROM. You may also want to check the following Web sites for additional ideas:

Technology and Multiple Intelligences
http://www.eduscapes.com/tap/topic68.htm

National Center to Improve Practice in Special Education through technology, Media, and Materials
http://www2.edc.org/NCIP/library/toc.htm

List and share your ideas.

1.

2.

3.

4.

5.

ACTIVITIES

Activity 1

Creating Student Support Materials

(1 hour,45 minutes)

Description: During this time, you will create a document, form, or template to support your Unit, which will serve as a scaffold for students. Microsoft* Word documents and forms, Microsoft* PowerPoint* presentations, and Microsoft* Publisher publications may all be saved as templates.

A ***template*** is a master document that cannot easily be altered, which contains pre-formatted elements. A template can contain text, graphics, and settings such as fonts, menus, page layout, special formatting, and styles that you want to appear on all similar documents, presentations, or publications. Word templates can be used for student book reports, lab reports, journal entries, lesson plans, letterhead, memos, tests, or any other document that is modified over and over again. A presentation, publication, or Web site template can serve as a scaffold to guide younger or resource students in the creation of their project. A template is created in the same manner as any other file; it is in the process of saving the file that a template is created.

A ***form*** is a structured document with spaces reserved for entering information. You can create fill-in text boxes, check boxes, and drop-down lists.

Choose the type of document, form, or template that would best support your students during the Unit. The files created in this activity are to be saved in the *student_support* subfolder, of your *lesson_support* folder in your Portfolio folder. This activity provides instructions for your choice of the following:

Spend a few minutes with your participants discussing the differences between documents, templates, and forms.

You may want to quickly demonstrate some of the enhancements (for example, how to add WordArt to a document, how to create a form, and how to create a template).

This activity provides instructions for your choice of the following:

- Creating and formatting a document, beginning on page 12.05.
- Saving a document and saving a document as a template, beginning on page 12.06.
- Enhancing a document with Microsoft* WordArt, tables, charts and graphs, headers and footers, watermark pictures, automatic date fields, and more, beginning on page 12.08.
- Instructions for creating a form, beginning on page 12.19.
- Using Microsoft* Office tools to support math learning across subject areas, beginning on page 12.21.
  - – Microsoft* Equation Editor instructions on page 12.22.
  - – Instructions for creating Organizational Charts on page 12.25
  - – Instructions for creating and formatting shapes, patterns, and manipulatives on page 12.27.
  - – Microsoft* Excel ideas on page 12.41 (Excel instructions in Appendix E).
- Instructions for saving in different file formats, beginning on page 12.31.
- Instructions for saving a Microsoft* PowerPoint* presentation as a template, beginning on page 12.32.
- Instructions for using a PowerPoint template, beginning on page 12.33.
- Instructions for using a Microsoft* Publisher template, beginning on page 12.34.

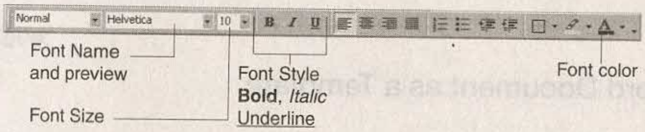
Step 1: Creating a Document

1. Click the ***Start*** button.
2. Point to ***Programs***, then click ***Microsoft Word.***

Formatting a Document

Follow the steps below to create the style of your document's title.

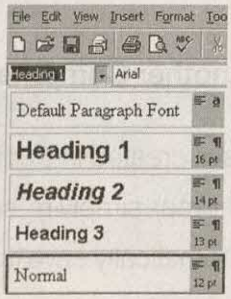
1. Before typing your title, click the ***Center*** button and the ***Bold*** button on the ***Formatting*** toolbar.



2. On the ***Formatting*** toolbar, select the font, size, and color for your title. Or, on the ***Format*** menu, click ***Font*** to make your changes.
3. Type the title of your document.

   Note: If you type your title before making your font selections, select the text (click, hold, and drag across the text), and then make your changes while the text is selected.

4. Press ***Enter*** twice to move the insertion point (your cursor) below the title.
5. Click the down-arrow in the ***Style*** box, then select ***Normal*** to return to the default font style.



6. To create a bulleted or numbered list:
   a. Press ***Enter*** to move to a new line. Click either the ***Numbering*** button or the ***Bullets*** button on the ***Formatting*** toolbar. Begin typing your first item. Press ***Enter*** to create the next bullet or number.

b. To create a subset bulleted list, press the ***Tab*** key at the beginning of the line that you want to indent.

c. To turn off Numbering or Bullets, press ***Enter*** twice or click the ***Numbering*** or ***Bullets*** button again.

Saving a Document

1. On the ***File*** menu, click ***Save***.
2. Locate and open your Portfolio folder. Open the ***lesson_support*** folder, then your ***student_support*** folder.
3. In the ***File name*** box, type an appropriate file name.
4. Click ***Save***.

Saving a Word Document as a Template

Discuss when and why you would choose to use a template in the classroom and the possible difficulties of using templates on a network.

1. On the ***File*** menu, click ***Save As***.
2. In the ***Save as type*** box, click ***Document Template (*.dot)***.

   Note: The default folder is the Templates folder in the ***Save in*** box. Normally, you would save a template in this location. However, to ensure this template remains a part of your Project Portfolio, you will need to save it in your ***student_support*** folder.

3. In the ***File name*** box, type a name for the new template.
4. Click ***Save***.

   Note: The file extension for a template is .dot. Instructions for saving a PowerPoint presentation as a template begins on page 12.33.

Transporting a Template to Another Computer

To transport the template you have created in this training to another computer (in your classroom or home), simply re-save the file as a template. Microsoft Office will automatically save it to the templates folder on your computer.

1. When you are at the computer where you want to use the template, using ***My Computer*** or ***Windows Explorer***, open the location where your template is saved (usually on the class CD-ROM or on a diskette).
2. Double-click the file to open your template.

Note: Do not open your template from within Word. You will not be able to easily save it in the correct folder.

3. On the ***File menu***, click ***Save As***.
4. In the ***File name*** field, type a name for your file, or keep the current one.
5. In the ***Save as type*** box, click ***Document Template (*.dot)***.

Note: Microsoft Word will automatically save your new template in the correct location for future use.

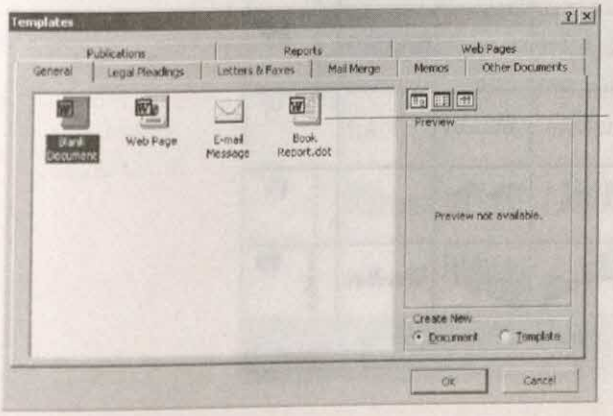
6. Click ***Save.***

Using a Template

Saving a document based on your template does not over-write the original template. The user is prompted to save the new document in a different location with a different name. It is then saved as a document, rather than as a template.

You can use your template once you have saved it in the templates folder on the computer where you want to use it (see Transporting a Template to Another Computer on page 12.06). To use your template:

1. On the ***File*** menu, click ***New***.



If you have created your own document and saved it into the templates folder, it should appear in the ***Templates*** dialog box under ***General***

2. If your template has been saved in the templates folder, the name of your template should appear in the ***Templates*** dialog box on the ***General*** tab.

3. To create a new document based on the template, click the name of the template, then click OK (or double-click the template name).

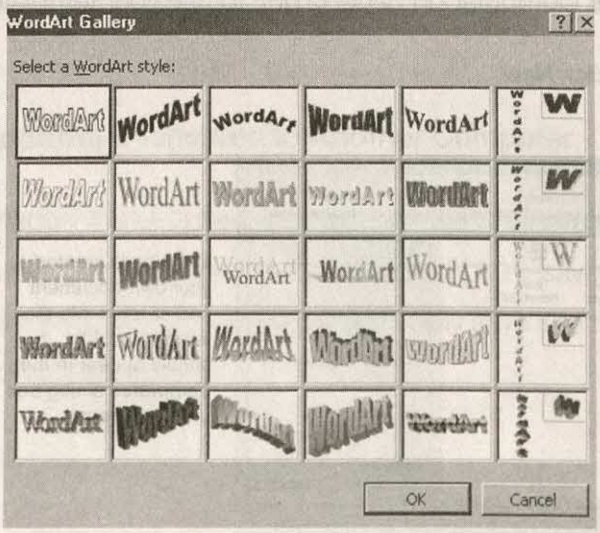
Step 2: Enhancing a Document

Decide which additional features you want to add to your document. Each feature should enhance the content. Too many colors, images, or font styles can be distracting. Remember to follow copyright laws, include source citations when appropriate, and save your work frequently.

Inserting WordArt

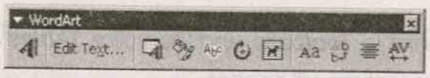
To add emphasis to your documents, add WordArt to your titles or special comments.

1. If the ***Drawing*** Toolbar is not displayed, on the ***View*** menu, point to ***Toolbars***, and then click ***Drawing***.
2. On the ***Drawing*** Toolbar, click the ***Insert WordArt*** button. The toolbar is usually located at the bottom of your screen.
3. Select a WordArt style, then click ***OK***.



4. Type your text, and then select the font style and size. Click ***OK***.

5. Size the WordArt as you would any graphic. When you click the the WordArt object, it will have eight handles around it, and the WordArt Toolbar appears so that you can change its format.



6. If you want to edit the text of the WordArt, double-click the WordArt object.

7. Save your document.

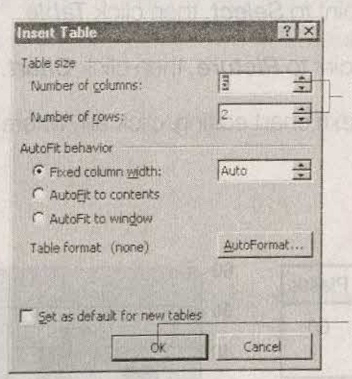
Inserting a Table

The easiest way to add a table is to use the Insert Table button on the Standard toolbar.

1. In your document, click where you want to create the table.

2. Click the ***Insert Table*** button on the ***Standard*** toolbar and drag your mouse to select the number of rows and columns you want to make. Click when the correct number of rows and columns are selected.

3. If you want more than four rows or five columns (a 4 x 5 table), on the ***Table*** menu, point to ***Insert***, then click ***Table***. Enter the desired number of rows and columns by entering the numbers directly or by clicking the up and down arrows.



Number of columns: [illegible]
Number of rows: 2
● Fixed column width: Auto
○ AutoFit to contents
○ AutoFit to window
Table format (none)
☐ Set as default for new tables

Select the number of columns and rows

Click ***OK***.

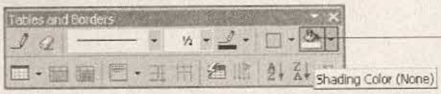
Formatting a Table

To change the format of your table, display the Tables and Borders toolbar:

1. On the ***View*** menu, point to ***Toolbars***, and then click ***Tables and Borders***. The ***Tables and Borders*** toolbar will appear.

2. Select the rows and columns you want to format. Use the buttons on the ***Tables and Borders*** toolbar to change the line style and weight, border color and type, shading color, and so forth.

Note: Move your mouse pointer over a button on the ***Tables and Borders*** toolbar; wait for a moment, and a description of the button's function (a ToolTip) appears.



Move your mouse pointer over a button to view the ToolTip

3. Save your document.

Creating a Graph from Your Table

To create a graph from your table, complete the following steps:

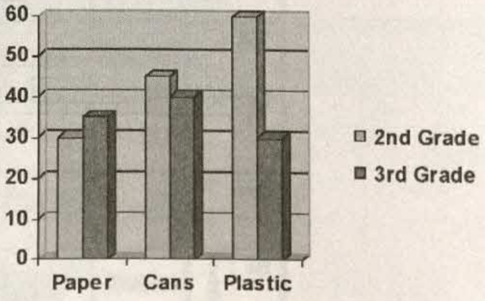
1. Click inside the table you just created.

2. On the ***Table*** menu, point to ***Select***, then click ***Table***.

3. On the ***Insert*** menu, point to ***Picture***, then click ***Chart***.

4. To return to Word and exit chart editing, click anywhere on the Word document outside of the chart.

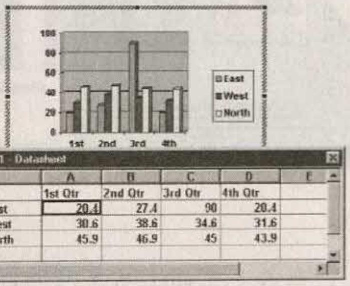
	Paper	Cans	Plastic
2nd Grade	30	45	60
3rd Grade	35	40	30



Creating a Graph without a Table

If you want to create a graph, but do not want to show the table in your document, complete the following steps:

1. On the ***Insert*** menu, point to ***Picture***, and then click ***Chart***.
2. A template for you to follow appears, as well as menu and toolbars appropriate for creating a chart.



		A	B	C	D	E
		1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	
1	East	20.4	27.4	90	20.4	
2	West	30.6	38.6	34.6	31.6	
3	North	45.9	46.9	45	43.9	
4						

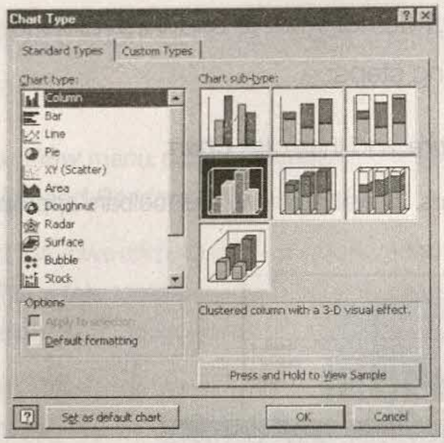
3. In the datasheet, replace the text and numbers with your own.
4. To delete a column or row:
    - **a.** Click the corresponding gray area either above or to the left of the column or row you wish to delete. Once you click the gray area (identified as A, B, C, D or 1, 2, 3, 4), the whole column or row will be selected.
    - **b.** On the ***Edit*** menu, click ***Delete***.
5. To add new rows or columns for additional text and numbers, simply enter the data in the empty rows at the bottom or the empty columns at the right.

Formatting a Chart

To change the chart type:

1. If the chart menus are not available, double-click the chart.
2. On the ***Chart*** menu, click ***Chart Type***.
3. From the category list on the left, select the type of chart you want.

4. In the ***Chart sub-type*** section that appears on the right, click a style for that type of chart.



Clustered column with a 3-D visual effect.

5. Click ***OK***.

6. To return to Word and exit chart editing, click anywhere on the Word document outside of the chart.

To add titles to your chart:

1. If the chart menus are not available, double-click the chart.

2. On the ***Chart*** menu, click ***Chart Options***.

3. Click the ***Titles*** tab and enter text for:

- **a.** The ***Chart title***
- **b.** The ***Category (X)*** axis (horizontal axis)
- **c.** The ***Value (Z)*** axis (vertical axis)
- **d.** To change the location of the legend, click the ***Legend*** tab and select a placement location, such as ***Bottom***.
- **e.** Click ***OK***.

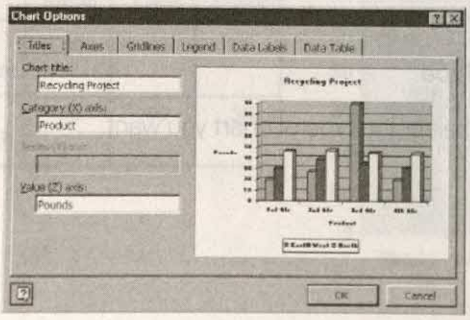


Chart title: Recycling Project

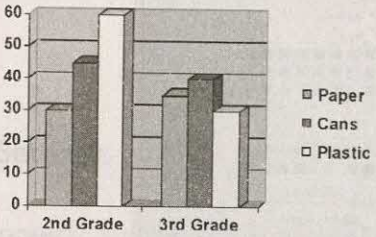
Category (X) axis: Product

Value (Z) axis: Pounds

4. To return to Word and exit chart editing, click anywhere on the Word document outside of the chart.

To change the way the data is organized:

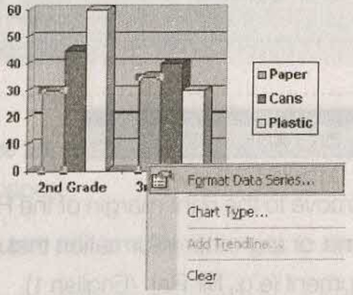
1. If the chart menus are not available, double-click the chart.
2. On the ***Data*** menu, click ***Series in Columns***. The new chart will now reflect row data grouped together.



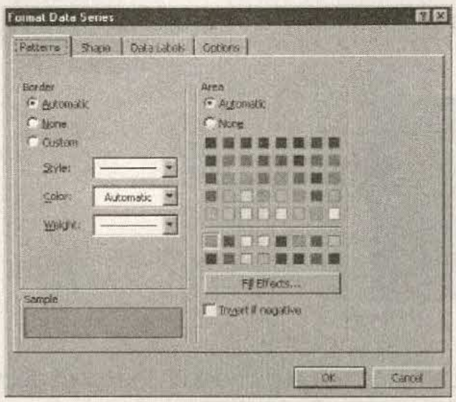
3. To return to Word and exit chart editing, click anywhere on the Word document outside of the chart.

To change the colors of your graph:

1. If the chart menus are not available, double-click the chart.
2. Click the area whose color you wish to change. (You may have to click it more than once to select an individual element of the chart.)
3. Once the area is selected, it should have small squares around the perimeter of the selected area.
4. Right-click on the selected area, and click ***Format Data Series*** or ***Format Data Point.***



5. On the ***Patterns*** tab, select a color or click the ***Fill Effects*** button for more options, such as filling the shape with a color gradient, texture, pattern, or picture.



6. Click ***OK.***

7. Repeat steps 2 through 6 to change the colors of the other chart elements.

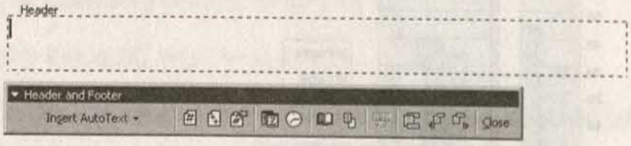
8. To return to Word and exit chart editing, click anywhere on the Word document outside of the chart.

Note: See page 12.16 for instructions on how to change the text-wrapping style.

Adding Headers and Footers

1. On the ***View*** menu, click ***Header and Footer.***

2. The ***Header and Footer*** toolbar appears.



3. Press the ***Tab*** key twice to move to the right margin of the Header area. Type your name, your class name, or any other information that you want to appear on every page of this document (e.g., Mr Raj /English 1).

4. To change font style and size, select the text and, on the ***Format*** menu, click ***Font*** and make any desired changes.

5. Click the ***Switch Between Header and Footer*** button. This displays the Footer area.

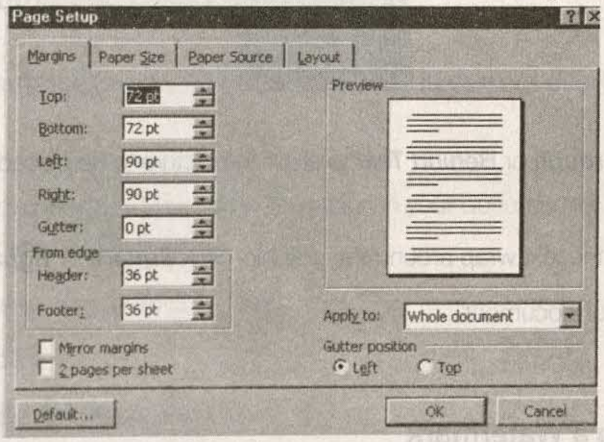
6. To enter the name of the file so that it automatically appears on the bottom left of every page, click ***Insert Auto Text***, then click ***File name***.

7. To automatically insert the correct page number on the bottom center of every page, press the *Tab* key to move to the center, then click ***Insert Page Number*** .
8. To automatically insert the last date this file was opened or changed, press the *Tab* key to move to the right margin, then click ***Insert Date***
9. Click ***Close***.

Changing Page Settings

You can make changes to the margin settings, paper size and layout, styles, and so forth, using the Page Setup dialog box.

1. On the ***File*** menu, click ***Page Setup***.
2. On the ***Margins*** tab, make desired changes to the margin settings.



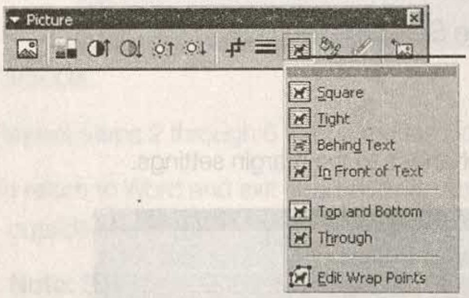
Top: 72 pt
Bottom: 72 pt
Left: 90 pt
Right: 90 pt
Gutter: 0 pt
From edge
Header: 36 pt
Footer: 36 pt
☐ Mirror margins
☐ 2 pages per sheet
Apply to: Whole document
Gutter position
● Left ○ Top

3. Click the ***Paper Size*** tab to make changes to the paper size and and/or the orientation of the paper.
4. Click the ***Paper Source*** tab to make changes to the source.
5. Click the ***Layout*** tab to add a page border, have different formatting for odd and even pages, change the vertical alignment of your document, or add numbers to each line of your document.
6. Click ***OK***.

Changing the Text-Wrapping Style for an Image

Text can interact with graphics in a variety of ways. Text can wrap around an image, appear in front of or behind an image, or appear only above and below an image.

1. To change the text wrapping style, select the image.
2. The *Picture* toolbar should appear. If the *Picture* toolbar is not visible, on the *View* menu, point to *Toolbars*, and then click *Picture.*
3. On the *Picture* toolbar, click *Text Wrapping*.



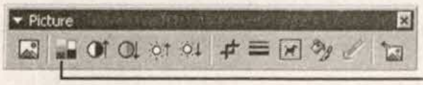
On the ***Picture*** toolbar, click Text ***Wrapping.***

4. Click *Through* or *Behind Text* to allow the picture to be placed anywhere on the page.
5. To have the text wrap around the graphic, click *Square* or *Tight*.
6. Save your document.

Creating a Watermark

A watermark is a background graphic that lightly shows behind your text. The picture is muted so that it does not compete with the text.

1. To create a watermark, select an image by clicking it.
2. On the *Picture* toolbar, click the *Image Control* button, and then click *Watermark*.



On the ***Picture*** toolbar, click ***Image Control***

Note: If the Picture toolbar does not appear when you click the image, right-click on the image, and click *Show Picture Toolbar*.

3. You can adjust the contrast levels of the image by clicking the ***More Contrast*** and ***Less Contrast*** buttons on the ***Picture*** toolbar.
4. You can adjust the color levels of the image by clicking the ***More Brightness*** and ***Less Brightness*** buttons on the ***Picture*** toolbar.
5. To send the picture behind your text, click the ***Text Wrapping*** button on the ***Picture*** toolbar, and then click ***Behind Text.***

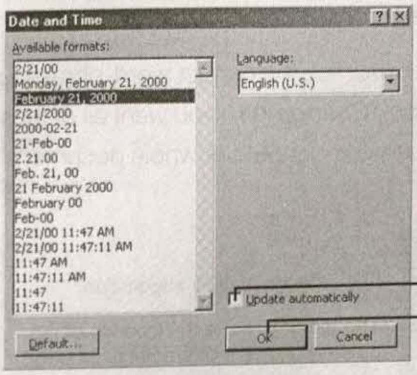
Note: If the wrapping styles are grayed out, click ***Edit Wrap Points*** and then try again.

6. To resize your picture, move your cursor to a corner box of the graphic. When the cursor turns into a double-headed arrow, click, hold, and drag the picture to the desired size.
7. Save your document.

Inserting an Automatic Date Field

If you insert an automatic date field, the date will be current every time it is printed.

1. Move the insertion point (your cursor) to a location in your document where you want the automatic date to appear.
2. On the ***Insert*** menu, click ***Date and Time***.
3. Click the desired format.
4. Select the ***Update Automatically*** box.
5. Click ***OK***.



Language: English (U.S.)

☐ Update automatically

Select ***Update Automatically***

Click ***Ok***

6. Save your document.

Checking Your Document for Spelling and Grammar Errors

Word automatically checks your spelling and grammar as you type, unless you turn this feature off. Whenever you see a red, wavy line under a word, it means that the word is not in the program's dictionary.

Whenever you see a green, wavy line under a word, phrase or sentence, it means that Word has a grammar suggestion. This feature can support students in their editing and writing process.

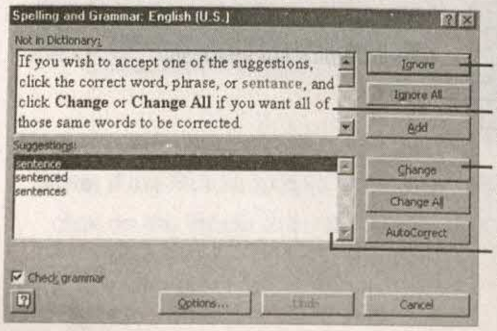
Note: The red and green wavy lines will not be visible in the printed document.

To change or check spelling or grammar as you go:

1. Right click a word or anywhere on the phrase that has a red or green wavy line under it.
2. If the word is spelled incorrectly (or is not in the Microsoft* Office dictionary), several suggestions may appear in the shortcut menu. If you want to accept one of the suggestions, click it.
3. If it is a grammatical error (or suggestion), the "correct" way(s) to write the sentence appear in the shortcut menu. If you want to accept a suggestion, click the suggestion.

To change or check spelling or grammar when you are finished typing:

1. On the ***Tools*** menu, click ***Spelling and Grammar***.
2. The top box shows the location of the potential spelling or grammatical error. The bottom box shows suggestions to correct the perceived error.
3. Click ***Ignore*** if you do not agree with the perceived error.
4. If you want to accept one of the suggestions, click the correct word, phrase or sentence, and then click ***Change***. Or click ***Change All*** if you want all of those same words to be corrected automatically throughout the whole document.
5. Save your document.



If you wish to accept one of the suggestions, click the correct word, phrase, or sentance, and click **Change** or **Change All** if you want all of those same words to be corrected.

Click ***Ignore*** to deny suggestion.

The top box shows the location of the potential spelling or grammatical error.

Click ***Change*** to change word, phrase. or sentence

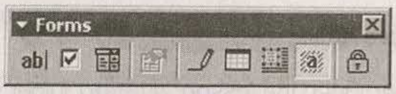
The bottom box shows suggestions to correct the perceived error.

Step 3: Creating a Form

A form is a structured document with spaces reserved for entering information. Use a form when creating quick evaluations, tests, quizzes, self-assessments, or questionnaires. A form would not be well-suited for students to create their draft writing or for formal communication, since the text entered into a form field by the user cannot be spell-checked.

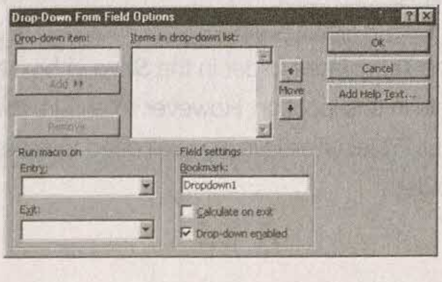
To use a form as intended, the user would need to open the form in Microsoft* Word to enter information onto the form. If it is not practical, or the best use of time, to have the users of your form complete it on the computer, you may want to simply create a Word document that you can print for them to complete by hand.

1. Start Microsoft Word.
2. On the *View* menu, point to *Toolbars*, and click *Forms*. A free-floating menu bar will appear with the tools needed to create a form.



Inserting Form Fields

1. In the document, click where you want to insert the form field.
2. To insert a field where users can enter text, on the *Forms* toolbar, click the ***Text Form Field*** button.
3. To insert a check box, click the ***Check Box Form Field*** button.
4. To insert a drop-down list that restricts choices to those you have specified, click the ***Drop-Down Form Field*** button.
5. To enter your list of drop-down items, click the ***Form Field*** in your document, and then click the ***Form Field Options*** button.



Bookmark: Dropdown1

☐ Calculate on exit

☑ Drop-down enabled

Protecting a Form

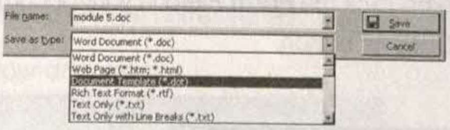
1. To protect a form or remove protection from it, on the Forms toolbar, click ***Protect Form*** button. 🔒
2. To assign a password to a form so that users who know the password can remove the protection and change the form, on the ***Tools*** menu, click ***Protect Document***.
3. Click ***Forms***.
4. Type a password in the ***Password*** box. Users who don't know the password can still enter information in the form fields but can not change other parts of the form.
5. To protect the entire form, click ***OK***.
6. To protect only parts of a form, those parts must be in separate sections. Click ***Sections***, and then clear the check boxes of the sections you don't want to protect.

Saving a Form

1. On the ***File*** menu, click ***Save***.
2. Locate your ***Portfolio*** folder. Open the ***lesson_support*** folder. Open the ***student_support*** folder.
3. Name your file.
4. Click ***Save***.

Saving a Form as a Template

1. On the ***File*** menu, click ***Save As***.
2. In the ***Save as type*** box, click ***Document Template (*.dot)***. This file type will already be selected if you are saving a file that you created as a template.



File name: module 5.doc

Save as type: Word Document (*.doc)

3. The default folder is the ***Templates*** folder in the ***Save in*** box. Normally, you would save a template in this location. However, to ensure this template remains a part of your Project Portfolio, you will need to save it in your ***student_support*** folder.

4. In the File name box, type a name for the new template.

5. Click *Save*.

Note: The file extension for a template is (.dot).

Step 4: Supporting Math Learning in Your Classroom

Be sure to highlight this section to all participant teachers and have them carefully consider how math concepts can be integrated into their Lesson Plan.

Math literacy is every teacher's responsibility. The Microsoft* Office suite offers several tools to support the development of math concepts. Consider how the ideas below could be integrated into your Project Portfolio to elevate your students' math achievement. Use the directions on the following pages to use Microsoft* Equation Editor; insert diagrams and charts; and create shapes, patterns, and manipulatives to incorporate math concepts into your Project Portfolio.

In addition, basic instructions on how to use Microsoft* Excel are available in the Appendix E Section.

- **Business**: charts and graphs, accounting, finance, budget, market analysis, cycles
- **Industrial Arts**: measuring, scaling, geometry, fractions, estimation
- **Language Arts**: timelines; trends; patterns; meter, form and structural analysis of poetry; systems; analytic and technical writing; numerical symbolism; logic; Venn diagrams; outlining
- **Music and Performing Arts**: motion, rhythm, meter, choreography, time signature
- **Physical Education**: motion, scoring, probability, game strategies, statistics, speed, collecting data, form, charts and graphs
- **Science:** velocity, acceleration, formulas, units and unit conversion, charts and graphs, collecting and analyzing data, geometry, modeling, projections, systems, time, cycles.
- **Social Studies:** timelines, trends, geography, map reading, charts/graphs/tables, statistics, probability, currency conversion, population studies, economics, systems, historical data, time
- **Visual Arts:** geometry, fractals, ratio, symmetry, measuring, patterns, Golden Mean

Viewing Math Resources

View math resource files located in the Module 12, Activity 1 folder on the Program CD-ROM. These resources demonstrate how math concepts can be integrated into a variety of disciplines.

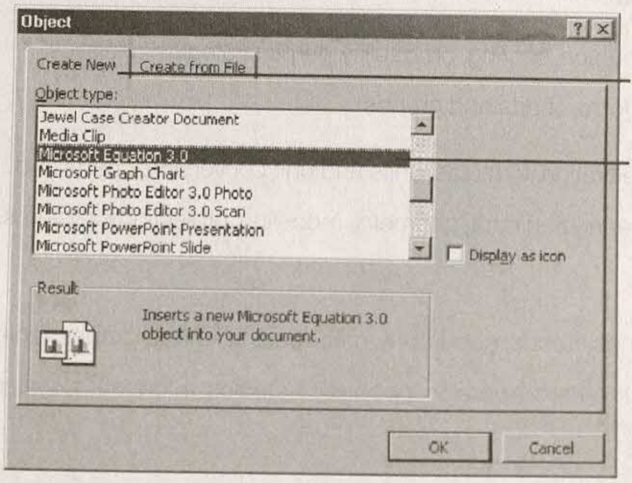
Using the Microsoft* Equation Editor

The Equation Editor toolbar contains buttons for inserting such symbols as $\leq$, $\neq$, $\frac{1}{2}$, π, $\sqrt{4x^2}$, $\sqrt{\frac{(x+1)(x-2)}{9}}$.

Using the Equation Editor, you can build equations by selecting symbols from a toolbar and typing variables and numbers. As you build an equation, Equation Editor automatically adjusts font sizes, spacing, and formatting.

To create an equation or insert simple mathematical expressions, such as fractions, complete the following steps.

1. Click in the Word document or Excel spreadsheet where you want to insert a formula or mathematical expression. For PowerPoint, go to the slide where you want to insert a formula or mathematical expression.
2. On the ***Insert*** menu, click ***Object***.
3. Click the ***Create New*** tab, scroll down and click ***Microsoft Equation 3.0***.


Object
?
Create New
Create from File
Object type:
Jewel Case Creator Document
Media Clip
Microsoft Equation 3.0
Microsoft Graph Chart
Microsoft Photo Editor 3.0 Photo
Microsoft Photo Editor 3.0 Scan
Microsoft PowerPoint Presentation
Microsoft PowerPoint Slide
☐ Display as icon
Result
OK
Cancel

Inserts a new Microsoft Equation 3.0 object into your document.

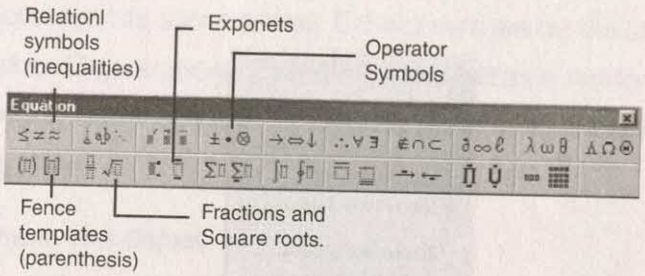
Click the ***Create New*** tab.

Scroll down and click ***Microsoft Equation 3.0.***

4. Click ***OK***.

5. The ***Equation Editor*** toolbar and an ***Equation Editor*** text box will appear on your screen. Each button represents a category of math symbols.

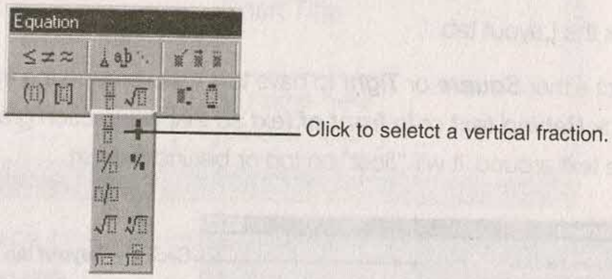
6. Click any of the buttons on the ***Equation Editor*** toolbar to reveal a submenu of similar math symbols.


Relationl symbols (inequalities)
Exponets
Operator Symbols
Equation
Fence templates (parenthesis)
Fractions and Square roots.

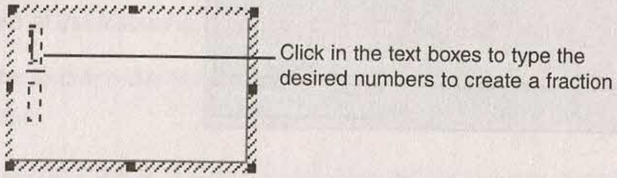
7. Click the button of choice and enter your own text as necessary. For example, to create a fraction:

   a. Click the ***Fraction and radical templates*** button.

   b. In the submenu that appears, click the top-left button for a vertical fraction.



   c. In the ***Equation Editor*** textbox, a vertical fraction will appear with small textboxes in the numerator and denominator areas. Click in the text boxes to type the desired numbers to create a fraction.

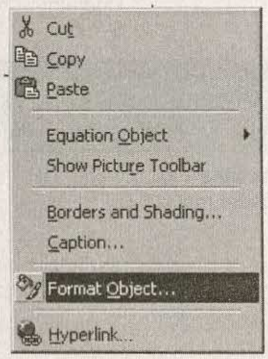


   d. To add any additional math symbols or numbers, click after the fraction and add any additional content.

   e. To exit the editing of your fraction, click anywhere in your spreadsheet or document outside the ***Equation Editor*** text box. For PowerPoint, on the Equation Editor ***File*** menu, click ***Exit*** and ***Return to Presentation [file name]***.

f. You will return to your document, spreadsheet, or presentation and the fraction will be a graphic that you can resize and move just like any other graphic. $\frac{1}{2}$.

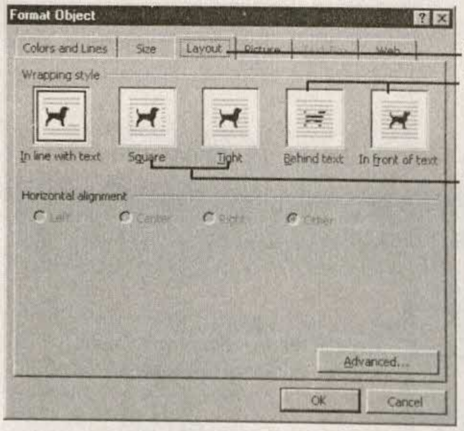
g. To change the text wrapping of the fraction graphic, right-click on the fraction graphic and click ***Format Object***.



Note: Disregard text-wrapping steps for use in PowerPoint.

h. Click the Layout tab.

i. Select either ***Square*** or ***Tight*** to have text wrap around the fraction graphic. Or click ***Behind text*** or ***In front of text*** so that the fraction graphic will not "push" the text around. It will "float" on top or behind the text.



Click the ***Layout*** tab.

Select either ***Behind text*** or in front of ***text***.

Select either ***Square*** or ***Tight***.

j. After you have selected the desired text-wrapping style, click ***OK.***

8. Save your file.

Creating an Organizational Chart

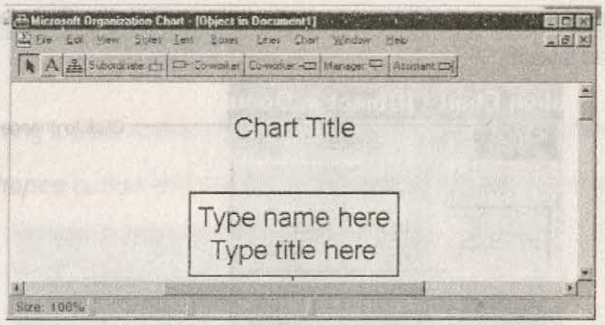
Organizational charts are used to show relative importance, hierarchy and/or relationships of objects or people to each other. A superior object is on a higher level than its subordinates. Co-workers are on the same level as each other. Organizational charts can be used as a tool for higher-level thinking skills such as analyzing, comparing, synthesizing, and supporting ideas.

1. On the ***Insert*** menu, click ***Object.***

2. Click the ***Create New*** tab, scroll down and click ***MS Organization Chart 2.0***.

3. Click ***OK***.

4. The Organization Chart window will appear.


Microsoft Organization Chart - [Object in Document1]
File Edit View Styles Text Boxes Lines Chart Window Help
Subordinate: Co-worker Co-worker: Manager: Assistant:
Chart Title
Type name here
Type title here
Size: 100%

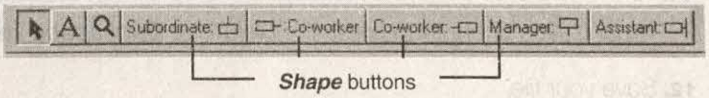
5. To add text to a shape, click once on the ***Type name here*** inside the desired box and type your own text.

6. To add a shape:

  a. Click the shape that you want a new shape to fall under or to be an assistant to.

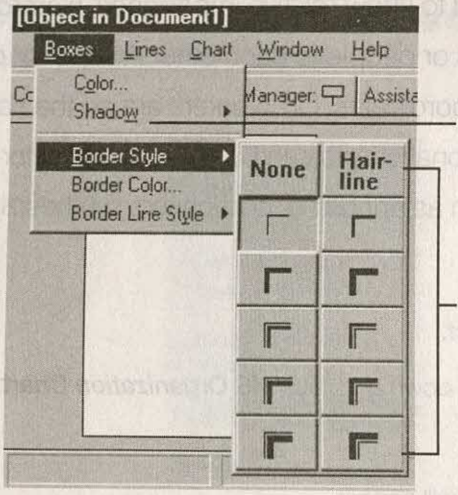
  b. Click the desired ***Shape*** button on the ***Organization Chart*** toolbar, and then click one or more of the following:

  - ***Subordinate***: to place the new shape below and connect it to the selected shape.
  - ***Coworker***: to place the shape next to the selected shape and connect it to the same superior shape.
  - ***Assistant***: to place the new shape below the selected shape with an elbow connector.



Shape buttons

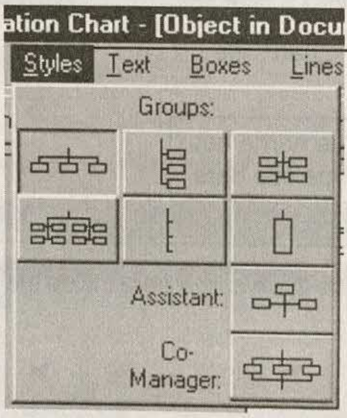
7. If you want to add a pre-set design scheme, click ***Boxes*** on the Organization Chart menu bar, and select a shadow or border style from the submenu.



Click to choose desired border for the shape.

Click to choose a shadow for the shape.

8. To change the layout of the organization chart, click the Style button and select a desired layout.



Click to change layout of your chart.

9. If you want your text to interact differently with your organization chart (wrap around it, etc.):

a. Click on the rectangular border of the organization chart to select the full chart.

b. On the ***Picture*** toolbar, click the ***Text Wrapping*** button and choose your text-wrapping style.

10. To move the chart, move your cursor over the rectangular border of the organization chart. When the cursor turns into four arrows, click, hold, and drag the object to the desired location.

11. To delete a chart, click on the rectangular border on the outer edge of the organization chart, then press the ***Delete*** or ***Backspace*** key.

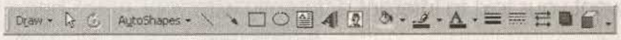
12. Save your file.

Creating Shapes, Patterns, and Manipulatives

You can create a variety of shapes, patterns and manipulatives that your students can view and use to help them to understand complex or abstract ideas. Applications for use of these shapes can be flash-cards; algebra or fraction tiles; and color, word, or picture identification/ matching. Shapes, patterns, and manipulatives can be added to any Microsoft* Office file (Word, PowerPoint*, Publisher, etc.).

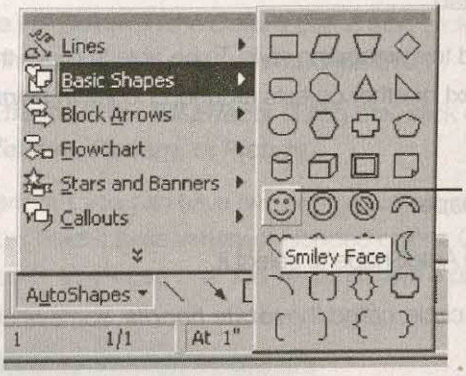
Drawing Objects

1. Locate the ***Drawing*** toolbar. If it is not visible, on the ***View*** menu, point to ***Toolbars*** and click ***Drawing***. It usually is positioned at the bottom of your screen above the taskbar.



Note: The Drawing toolbar looks a little different in Microsoft* Publisher.

2. Click the ***AutoShapes*** button and point to a category in the menu that appears.

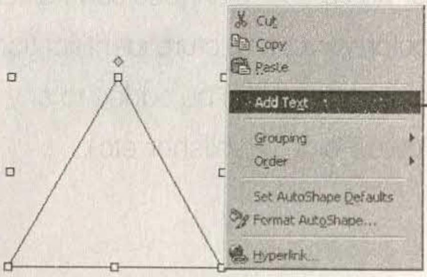


Click on desired shape.

3. Click one of the shapes.
4. Your cursor will turn into crosshairs.
5. Click or drag in your document where you want to insert the AutoShape.
6. To move the object, move the cursor to the edge of the text box until a four-sided arrow appears. Click, hold, and drag the AutoShape to the desired location.

7. If you want to add text to your AutoShape without having to add an extra text box:

- **a.** Right-click on the AutoShape.
- **b.** Click ***Add Text***.



Click ***Add Text***.

- **c.** A blinking insertion point (cursor) will appear in your AutoShape. Type the desired text.

8. If you want your text to interact differently with your AutoShape, change the text wrapping:

- **a.** Right-click the AutoShape.
- **b.** Click ***Format AutoShape***.
- **c.** Click the ***Layout*** tab.
- **d.** Select the desired text-wrapping style. To be able to move the shape freely, without pushing text or other objects around, choose ***In front of text***.
- **e.** Click ***OK.***

9. To rotate your AutoShape:

- **a.** Click once on the AutoShape to select it.
- **b.** Locate the green circle, called the ***rotate handle***, somewhere on or very near your AutoShape.
- **c.** Move your cursor over the ***rotate handle*** (the green circle). Your cursor will change to a circular arrow.
- **d.** Click, hold, and drag your mouse and the AutoShape will rotate. Release the mouse button when you reach the desired rotation.

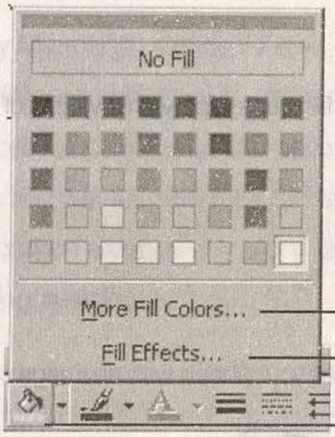
10. To create a shadow on your shape, or to make it three-dimensional, click the ***Shadow*** button or the ***3-D*** button on the ***Drawing*** toolbar and click to choose a style in the dialog box that appears.

11. Save your file.

Filling Shapes with Colors and Patterns

You can fill drawing shapes with a variety of colors and patterns.

1. Click once on your shape to select it.
2. On the *Drawing* toolbar, click the down-arrow on the *Fill Color* button.

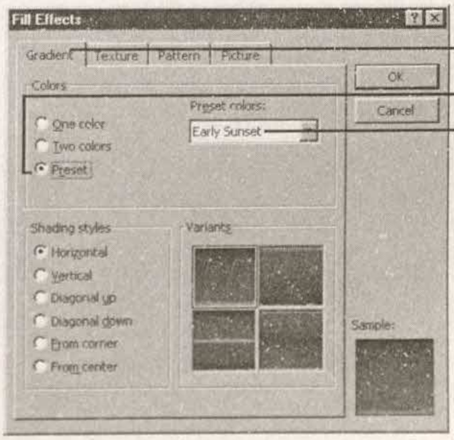


More Fill Color list.

Fill Effects list.

Fill Color button.

3. Choose a color listed, or click either ***More Fill*** Colors or ***Fill Effects***.
4. If you chose ***More Fill*** Colors, in the ***Colors*** dialog box, click either the ***Standard*** or ***Custom*** tab, then click your color choice. Click ***OK***.
5. If you chose ***Fill Effects***, in the ***Fill Effects*** dialog box, click one of the tabs at the top: ***Gradient, Texture, Pattern,*** or ***Picture***.
   a. On the ***Gradient*** tab, you can have two or more colors mix within your shape. The Preset colors have a large variety of blended colors. Click the down-arrow under ***Preset color*** to choose one. You will be shown a preview at the bottom of the dialog box.



● Preset

Preset colors: Early Sunset

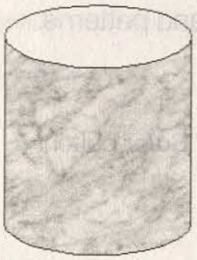
● Horizontal

Gradient tab.

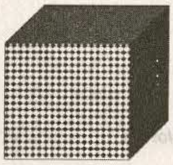
Select Preset in the ***Colors*** list.

Preset colors selection.

b. On the ***Texture*** tab, you can fill your shape with a variety of lifelike textures, ranging from marble to denim to water droplets.



c. On the ***Pattern*** tab, you can fill your shape with a variety of patterns, such as a brick pattern or polka dots.



d. On the ***Picture*** tab, you can fill your shape with an image.

Step 5: Saving Office Files in Different File Formats

Saving a Microsoft Office File as a Text File

At this point, only Microsoft* Office 97 and Office 2000 applications are able to read the files you created. To make any of your files accessible to any other word-processing program, regardless of operating system, save the file as a text file. You will lose formatting, tables, and graphics, but the content can be read by any word-processing program on any standard operating system.

Note: Saving your document as a rich text file will preserve some formatting and images. However, the file size will be much larger. PowerPoint files cannot be saved as text files.

1. On the ***File*** menu, click ***Save As***.
2. Locate and open your Portfolio folder. Open the ***lesson_support*** folder, then open the ***student_support*** folder.
3. In the ***File name*** box, type an appropriate file name.
4. In the ***Save as type*** box, click ***Text Only (*.txt)*** to keep your text only, or click ***Rich Text Format (*.rtf)*** to preserve much of the formatting (but file size will be large).
5. Click ***Save***.

Saving a Microsoft Office File as a Web Page

You can also save all Office files as Web pages that can be viewed with an Internet browser. (Fairly current browser versions are sometimes required.)

1. On the *File* menu, click *Save As*.
2. Locate and open your Portfolio folder. Open the ***lesson_support*** folder, then open the ***student_support*** folder.
3. In the ***File name*** box, type an appropriate file name.
4. In the ***Save as type*** box, click ***Web page (*.htm, *.html)***.
5. Click *Save*.

Saving a PowerPoint Presentation as a Template

1. On the *File* menu, click *Save As*.
2. In the ***Save as type*** box, click ***Design Template (*.pot)***. This file type will already be selected if you are saving a file that you originally created as a template.

   Note: The default folder in the ***Save in*** dialog box is the Templates folder. Normally, you would save a template in this location. However, to ensure this template remains a part of your Project Portfolio, you will need to save it in your ***student_support*** folder.

3. In the ***File name*** box, type a name for the new template.
4. Click *Save*.

   Note: Directions for saving a Word document as a template can be found on page 12.06.

   Note: Publisher publications do not need to be saved as a template here in the training, since the file name does not change; to save a Publisher file as a template at the computer where you intend to use the file, follow the directions on the next page:

Transporting a Template to Another Computer

To transport the template you have created in this training to another computer (in your classroom or home), simply re-save the file as a template. Microsoft Office will automatically save it to the Templates folder on your computer.

1. When you are at the computer where you want to use the template, using ***My Computer*** or ***Windows Explorer***, open the location where your template is saved (usually on the Class CD - ROM or on a diskette).

   Note: Do not open your PowerPoint template from within PowerPoint. You will not be able to easily save it in the correct folder.

2. Double-click the file to open your template.
3. On the ***File*** menu, click ***Save As***.
4. In the ***File name*** field, type a name for your file, or keep the name that appears.
5. In the ***Save as*** type box, click ***Design Template (*.pot)*** or, for a Publisher file, click ***Publisher Template (.pub)***.

   Note: Microsoft Office will automatically save your new template in the correct location for future use.

6. Click ***Save.***

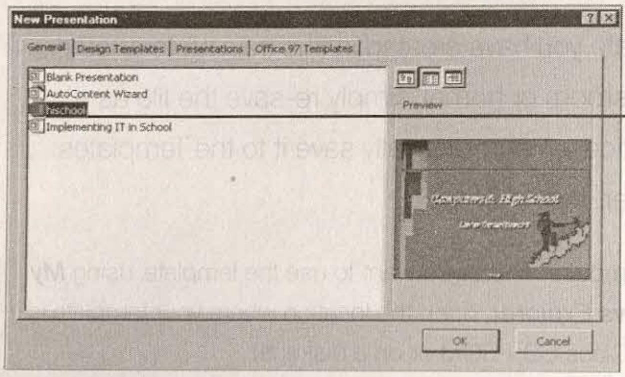
Using a PowerPoint Template

Saving a presentation based on your template does not over-write the original template. The user is prompted to save the new presentation in a different location with a different name. It is then saved as a standard presentation, rather than as a template.

You can use your template once you have saved it in the templates folder on the computer where you want to use it (see Transporting a Template to Another Computer above). To use your template:

1. On the ***File*** menu, click ***New***.

2. In the ***New Presentation*** window that opens, click ***General.***



Your template should appear under the ***General*** tab in the ***New Presentation*** pane.

3. If your PowerPoint template has been saved in the templates folder, the name of your template should appear under the ***General*** tab.

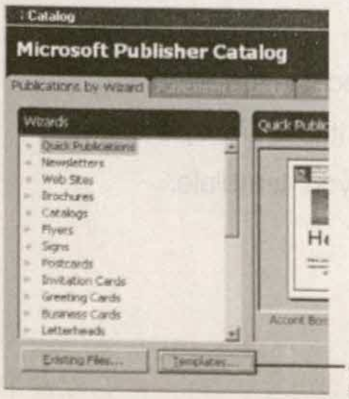
4. To create a presentation based on the template, click the name of the template, then click ***OK*** (or double-click the template name).

Using a Publisher Template

Saving a publication based on your template does not over-write the original template. The user is prompted to save the new publication in a different location with a different name. It is then saved as a standard publication, rather than as a template. You can use your template once you have saved it in the templates folder on the computer where you want to use it (see Transporting a Template to Another Computer on page 12.33). To use your template:

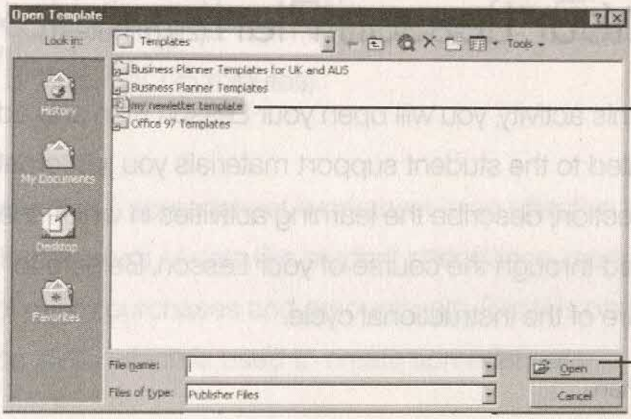
1. On the ***File*** menu, click ***New***.

2. In the ***New Publication Catalog*** window that opens, click the ***Templates*** button.



Click the ***Templates*** button.

3. In the Open Template dialog box, locate your Publisher file.



Click the name of the file.

Click Open to start the document.

4. To create a publication based on your original file saved in the Templates folder, click the name of the file, then click ***Open*** (or double-click the file name).

e sure to point out item 4, which requires articipants to add accommodations for ifferent levels of learners in their lassroom in their Lesson Plan.

Activity 2

Revisiting Your Lesson Plan (20 minutes)

Description: During this activity, you will open your Lesson Plan and add any procedures related to the student support materials you just created. In the Procedures section, describe the learning activities in which the students are engaged through the course of your Lesson. Be sure to include a clear picture of the instructional cycle.

1. Open your Lesson Plan.
2. In the Procedures section, you may wish to include the following:
   - Overview or introduction of the Lesson to your students
   - Student activities/tasks, such as:
     - Student pre-planning activities: brainstorming, discussion
     - Hands-on activities: Science labs, field trips, simulations, manipulatives
     - Research: library, guest speakers, print and electronic resources, Internet
     - Guided, collaborative, and independent work
     - Planning and development of student support materials
     - Presentation of student work
   - Estimated time for each activity/task
3. Reflect on your student support materials and procedures.
4. Considering the discussion you had in the Pedagogical Practices activity, complete the *Accommodations to support Different levels of learners in your classroom section* in your Lesson Plan.

   Note: Resources on how to accommodate different levels of learners can be found in the *Module 12, Pedagogical Practices* folder on the Program CD-ROM.
5. Review the objectives section and, if needed, modify the student learning outcomes.

Activity 3

Exploring the Microsoft* Excel Window (25 minutes)

Description: A spreadsheet/worksheet is an effective tool for keeping track of all sorts of data like student attendance, marks and grades, a list of major purchases and amounts, etc. Excel is one of the Microsoft* Office tools, which is used to create spreadsheets.

Important Features of Excel

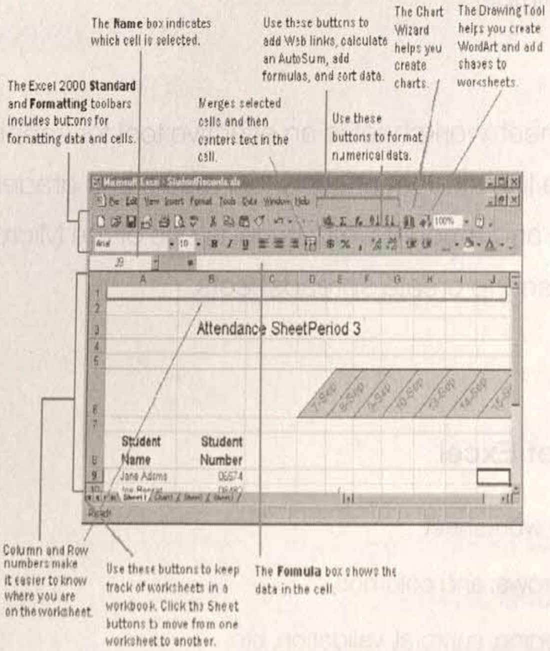
- Entering data to create a worksheet.
- Formatting data in cells, rows, and columns.
- Processing of data — sorting, subtotal, validation, etc.
- Password protection.
- Work with numbers, formulae and functions.
- Creating charts.
- Cut and paste data (cells) from one worksheet to another.

Exploring the Excel 2000 Window

Step 1: Open Microsoft* Excel 2000

When you open Excel, a new workbook opens. It contains screens called worksheets. They are identified as Sheet1, Sheet2, and so on. Sheet1 will appear in the beginning. A worksheet consists of cells arranged in rows and columns. The rows are numbered as 1, 2, 3, and so on while the columns are enumerated as A, B, C, and so on. Each cell is identified by its column alphabet and row number as, for example, A1, B6, or D20. In each cell, you can enter data in the form of text, number or formula.

Step 2: Moving Around in the Workbook


The **Name** box indicates which cell is selected.
Use these buttons to add Web links, calculate an AutoSum, add formulas, and sort data.
The Chart Wizard helps you create charts.
The Drawing Tool helps you create WordArt and add shapes to worksheets.
The Excel 2000 **Standard** and **Formatting** toolbars includes buttons for formatting data and cells.
Merges selected cells and then centers text in the cell.
Use these buttons to format numerical data.
Microsoft Excel - StudentRecords.xls
Attendance SheetPeriod 3
Student Name
Student Number
Jane Adams
06674
Ready
Column and Row numbers make it easier to know where you are on the worksheet.
Use these buttons to keep track of worksheets in a workbook. Click the Sheet buttons to move from one worksheet to another.
The **Formula** box shows the data in the cell.

The picture above is being used with permission from Microsoft.

- To select any cell within a worksheet, move and place the cursor over the cell and click it. For example, click the cell B6.
- To move one cell to the right, press ***Tab***, or to move one cell to the left, press ***Shift+Tab.***
- To move one cell down, right, up, or left, use the arrow keys.
- To move to the uppermost-left cell, A1, press ***Ctrl+Home.***
- You can also move to any cell by clicking ***Go To*** on the ***Edit*** menu, and then typing the required cell number (for example, G26).
- To move down in the worksheet, press ***Page Down***.
- To move up in the worksheet, press ***Page Up***.
- To move to the first column of the worksheet, press ***Home***.
- To move from worksheet to worksheet, click the worksheet tabs in the left-bottom area on the worksheet.

Step 3: Entering data in a cell

Select or go to any cell. You can enter text or numeric data or a formula into the cell.

- Text and numeric data can be entered by directly typing in the values.
- Formulas can be entered using the formula bar and/or the built-in functions.
- The data in a cell or a group of cells can be formatted using functions under the ***Format*** menu.

Be sure to go over the Take-Home Activities with the participants.

You may want to encourage your participants to review Module 13 prior to the next session so that they know what to expect and are prepared for the activities.

TAKE-HOME ACTIVITIES (10-minute overview)

Activity 1

Using Microsoft* Excel in the Classroom

Description: Read the following points on using Excel in the classroom.

Using Excel 2000 in the Classroom**

- Students can reinforce basic mathematical processes using Excel 2000 to produce charts and tables.
- By adding well-designed charts and tables to reports, students can enhance both their understanding of the content and the presentation of the information.
- Have students plot their progress in your class. A good starting activity is to have the students create the chart on graph paper so they can get an idea of what the chart will look like. Then have students practice explaining what the chart is supposed to accomplish. If the chart doesn't help explain the data, it has not served its purpose.
- Give students a completed chart and see if they can reconstruct the underlying worksheet. This goes a long way toward helping them understand the relationship between the data and the chart.
- Insist that reports and research papers contain some type of chart to help support their findings. Encourage students to import other types of graphics and information from different electronic sources to enhance and complement their documents.
- Have students visit a Web site related to a topic you are studying currently. Have them find tables of information, download them, and plot the information in a chart.
- Have students find charts in printed publications. Discuss what the charts mean.
- Teach principles of accounting and financial management.
- Have students create timelines.
- Demonstrate numerical concepts — for example, showing the relationship between numbers and their concrete representation in charts and graphs.

- Demonstrate how different types of graphs can be used to represent the same series of data. Compare how the data looks in a bar graph as opposed to a pie chart.
- Store and analyze data from classroom experiments.
- Compare data collected by a group of collaborating classrooms within one school or around the world.

Using Microsoft* Excel to Support Math Learning in all Subject Areas

Excel is a powerful tool that can help students gather and analyze data, solve real-life problems, forecast change, evaluate survey results, view data in a variety of formats, track and graph trends, sort and classify objects, organize information, and much more. Younger students can use Excel templates that their teachers have created to collect, input, and analyze their data. If you would like to create an Excel spreadsheet to support your Lesson, please refer to Appendix E for step-by-step instructions, including how to:

- Set up rows and columns for calculating
- Format cells
- Add rows and columns
- Create basic calculations
- Use formulas
- Determine the appropriate type of chart or graph to use
- Create charts and graphs
- Add drawing objects
- Hide cell gridlines
- Print an Excel worksheet
- Create a graphing grid for manipulatives or design elements
- Create a timeline

Additional Excel resources and examples can be found in the *Module 12, Activity 1* folder on the Program CD-ROM.

Activity 2

Reflection Log

Step 1: Pondering over the reflective questions.

To begin with, reflect on the following question:

- How can scaffolds help your students to learn and perform better?
- How can scaffolds support students of varying levels in the classroom?
- How can you make sure that students do not become dependent on scaffolds, but instead, become independent learners?

Step 2: Enter your reflections in the Reflection Log.

After you reflect on the above question write down your thoughts in the Reflection Log .

Note: The Reflection Log sheets are available after Module 17 in the Curriculum Binder.

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overview

PAIR AND SHARE

Sharing Student Support Materials (15 minutes)

Share: Your student support materials

PEDAGOGICAL PRACTICES

Discussing Internet Access (20 minutes)

Discuss: Ways to provide students with access to Internet resources when connectivity is limited.

ACTIVITIES

Activity 1: Creating a Grade Book Worksheet (1hour, 55 minutes)

Create: A sample grade book worksheet using Microsoft* Excel.

Activity 2: Viewing Teacher Support Materials (20 minutes)

View: Sample presentations, Web sites, and publications on the Program CD-ROM.

TAKE-HOME ACTIVITIES (10 minutes)

Activity 1: Planning Teacher Support Materials

Plan: Your teacher support materials.

Activity 2: Reflective Thinking

Ponder: Over the Reflective Questions.

Enter: Your reflections in the Reflection Log.

Hand out Pair and Share cards and ensure that different participants work with one another in subsequent Pair and Share sessions.

After pairing, ask participants to share with the rest of the class anything they learned or found particularly valuable.

PAIR AND SHARE (15 minutes)

Description: During this activity, you will exchange and share the student support material you created in the previous module.After sharing your plans, provide feedback to one another.

List your ideas.

PEDAGOGICAL PRACTICES (20 minutes)

Description: You can enhance student learning by providing your students with opportunities to use the Internet for conducting research, engaging in interactive activities, participating in Web-based projects, and publishing materials. However, finding ways to provide access to Internet resources when connectivity is limited can be challenging.

Educators need to ensure that their students have the time and resources available to conduct research and complete projects. Certainly, students who have access to a computer at home have a clear advantage over students who do not.

Spend five minutes discussing ways schools can provide opportunities to increase the access for these students. You may want to check the following Web site for additional ideas:

Strategies for Addressing Access Inequities
http://www.netc.org/equity/strat_access.html

Note: For easy access, link to the Web site is available in the *Module 13, Web Sites* folder on the Program CD-ROM.

List and share your ideas.

1.

2.

3.

4.

5.

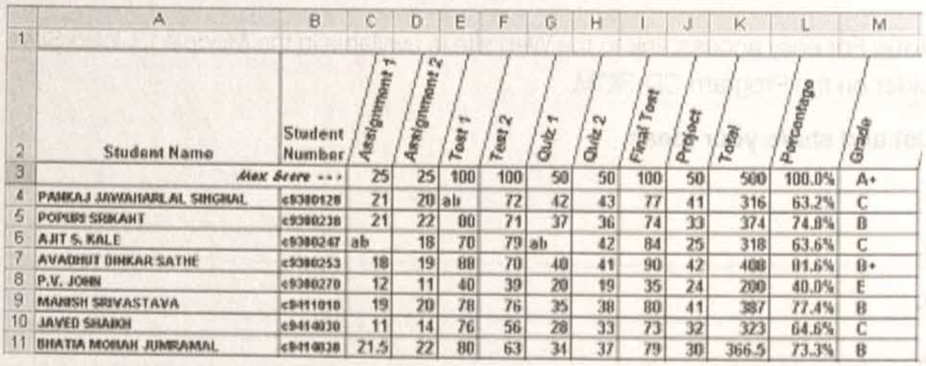
ACTIVITIES

Activity 1

Creating a Grade book Work Sheet (1 hour 55minutes)

Description: During this activity, you will create a grade book consisting of student names, their identification numbers and marks. You will incorporate formulae to compute totals and percentages. You will convert percentages to letter grades using a lookup table, and you will use Excel's Chart Wizard to present student marks by means of charts.

For this activity, you will require sample or actual data consisting of student names, their identification numbers and their marks scored in tests and project(s). A sample worksheet is shown in the figure below. This sample worksheet will be used to explain the various steps involved in creating a grade book .



	A	B	C	D	E	F	G	H	I	J	K	L	M
1													
2	Student Name	Student Number	Assignment 1	Assignment 2	Test 1	Test 2	Quiz 1	Quiz 2	Final Test	Project	Total	Percentage	Grade
3	Max Score -->		25	25	100	100	50	50	100	50	500	100.0%	A+
4	PANKAJ JAWAHARLAL SINGHAL	c9380128	21	20	ab	72	42	43	77	41	316	63.2%	C
5	POPURI SRIKANT	c9380238	21	22	80	71	37	36	74	33	374	74.8%	B
6	AJIT S. KALE	c9380247	ab	18	70	79	ab	42	84	25	318	63.6%	C
7	AVADHUT DINKAR SATHE	c9380253	18	19	88	70	40	41	90	42	408	81.6%	B+
8	P.V. JOHN	c9380270	12	11	40	39	20	19	35	24	200	40.0%	E
9	MANISH SRIVASTAVA	c9411010	19	20	78	76	35	38	80	41	387	77.4%	B
10	JAVED SHAIKH	c9414030	11	14	76	56	28	33	73	32	323	64.6%	C
11	BHATIA MOHAN JUMRAMAL	c9410038	21.5	22	80	63	34	37	79	30	366.5	73.3%	B

Step 1: Create a worksheet and add student names and numbers

1. Open Microsoft* Excel 2000. A new workbook opens.
2. Click cell *A4.*
3. Type a student name. If the name is long, you can increase the width of ***Column A*** as follows:
    - **a.** Click outside *A4* and then move the pointer over the border between column headers ***A*** and ***B*** until the pointer changes to a double arrow.

  b. Double-click. The width of the columns automatically adjust to the longest text in their respective columns. OR

  c. Move the pointer to the column separator. When it becomes a double arrow, click and hold, dragging the mouse to the left or right to resize the column. Unclick when the column is the correct width.

4. Press ***Tab*** or the ***right arrow***. The next cell in the same row is selected.

5. Type the student's (identification) number.

6. Press ***Enter***. The first cell in the next column is selected. If not, click that cell.

7. Repeat steps 3 to 6 and enter all student names and numbers. To create an effective grade book, enter data for at least five students.

8. On the ***File*** menu, click ***Save***.

9. Locate your ***Portfolio*** folder, open ***teacher_support***, and save the worksheet as ***Grade book.xls***.

Left justification of student numbers

You will notice that the student names are left justified and the student numbers are right justified. That is because Excel, by default, keeps text data as left justified and keeps numeric data as right justified.

To have the student numbers also left justified, do the following:

1. At the top of the worksheet, right-click the B (column header) and click Format Cells.

2. On the ***Number*** tab in the ***Category*** box, click ***Text*** and then click ***OK***. This keeps the student numbers in this column exactly as you type them.

Sorting

You can sort the student records (rows) either by student names or student numbers. For example, you can sort by names as follows:

1. Select cells ***A4*** through the end of the list in ***Column B***, so that all names and student numbers are selected.

2. On the ***Data*** menu, click ***Sort.***

3. Under ***My list*** has, click ***No header row***; under ***Sort by***, select ***Column A*** and then click ***Ascending***.

4. Click ***OK***.

5. On the ***File*** menu, click ***Save***.

Step 2: Add Headings

1. Open ***Grade book.xls***, if it is not already open.

2. Click ***A2*** and type ***Student Name*** as the heading.

3. Click ***B2*** and type ***Student Number*** as the heading. This heading appears longer compared to the width of the student numbers. So we can wrap it as follows:

    a. Click ***B2*** (if it is not already selected).

    b. On the ***Format*** menu, click ***Cells***.

    c. Click the ***Alignment*** tab.

    d. In ***Text control***, click on the ***Wrap text*** check box.

    e. Click ***OK.***

4. Click ***C2.***

5. Type ***Assignment1***. This is going to be a heading for student marks. We can reduce its width by rotating it as follows:

6. Click some other cell, and then again click ***C2***.

7. On the ***Format*** menu, click ***Cells***.

8. Click the ***Alignment*** tab.

9. Make the ***Orientation*** as ***75*** degrees.

10. Click ***OK***.

11. The heading will be rotated 75 degrees.

12. We will use the next ten cells, ***D2*** to ***M2***, also for headings, and all rotated 75 degrees like ***C2***. This can be done as follows:

    a. Click ***C2***.

    b. Move the cursor near the lower right corner of ***C2*** until it turns to +.

c. Drag it along the cells *D2* to *M2* and release it.

d. The heading Assignment1 will be copied in all these cells with the same rotation.

e. Edit and modify the heading in each of the above cells as required.

For example, the headings may be as shown below:

Assignment 1	*Assignment 2*	*Test 1*	*Test 2*	*Quiz 1*	*Quiz 2*	*Final Test*	*Project*	*Total*	*Percentage*	*Grade*

13. Merge cells *A3* and *B3* (to enter the heading ***Max Score***) as follows:

a. Click on *A3* and drag the pointer to *B3*, so that cells *A3* and *B3* are selected.

b. On the ***Format*** menu, click ***Cells***.

c. Click the ***Alignment*** tab.

d. At ***Horizontal:***, choose ***Right***.

e. In ***Text control***, click on the ***Merge cells*** check box.

f. Click ***OK.***

14. Type ***Max Score ->***.

15. On the ***File*** menu, click ***Save***.

Step 3: Add Student Marks

Enter Marks

1. Open ***Grade book.xls***, if it is not already open.

2. Enter maximum marks for each test, assignment or project in the cells *C3* to *J3*.

3. Enter all the student marks in the respective cells.

4. If a student was absent for a test, type ab in the corresponding cell. The font color in a cell can be changed by selecting that cell and clicking on the ***Font Color*** button.

In the next activity, you will add formulae to compute totals and grades.

Password protecting the workbook

Because this workbook contains sensitive information, you can add a password to the document. When a workbook is password-protected, no one can read or change information in it without using the password.

To password protect the workbook

1. On the *File* menu, click *Save As*.
2. In the *Save As* dialog box, on the *Tools* menu, click *General Options*.
3. In the *Password to Open* box, type a password and then click *OK*.
4. In the *Reenter password to proceed* box, type your password again and click *OK*.
5. Click *Save*.
6. If prompted, click *Yes* to replace the existing workbook with the open workbook.

Step 4: Adding Formulae for Totals and Percentages

Formula for totals

1. Open the *Grade book.xls* workbook.
2. Click cell *K3*. (Column K corresponds to Total Marks, in our example)
3. Click the *Edit Formula* button (the = sign).
4. Click the *Name Box* drop-down list and then select *Sum*.
5. In the *Number 1* box, type *C3:J3* (the colon indicates a series).
6. Click *OK.* This puts the formula for the total in the cell *K3*. The same formula is to be repeated for other cells (corresponding to student names) in the same column *K*. This can be done easily in Excel as follows:

7. Select cell *K3*, move the cursor to the lower-right corner of the cell until it changes to **+**, then drag down to the last cell in the column. Excel not only copies the formula into each cell, but also adjusts the formula for each row so that it is correct for that row of numbers.

Now the total marks of each student will be shown in the respective cells. Note that the formula works correctly even if you have entered ab in a cell to indicate absence.

If you click a formula cell, the value (resulting from the formula) will be shown in the cell and the formula will be shown in the formula bar.

Formula for percentages

1. Click cell *L3*. (Column L corresponds to Percentage, in our example).
2. Type ***=K3/$K$3*** and press ***Enter***. This means the value in cell ***K3*** divided by the constant value in cell *K3*. The **"$"** in front of a column or row identifier specifies that that identifier will not be adjusted if the formula is dragged to other cells.
3. The value *1* will be written in ***L3*** as a number. To change the number to a percentage, click cell ***L3*** and then, on the ***Format*** menu, click ***Cells***.
4. Click the ***Number*** tab. In the ***Category*** box, click ***Percentage***.
5. In the ***Decimal Places*** box, type ***1.***
6. Click ***OK***. You should now see ***100.0%*** in cell ***L3.***
7. Now, just as you copied the formula for total marks earlier, you drag the fill handle to copy the formula in ***L3*** to the rest of the column. Because you used ***$K$3***, instead of ***K3*** in the denominator of the formula, the denominator remains as the constant value in ***K3***.
8. On the ***File*** menu, click ***Save***.

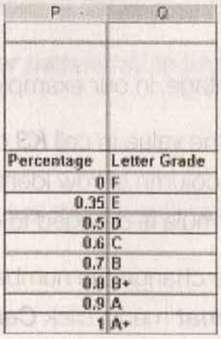
Modifying a formula

Notice that the formula itself shows in the formula bar when the cell is selected. To modify or change the formula, simply click in the formula bar, make the changes, and then press ***Enter***.

Step 5: Creating Letter Grades from Percentages

You can add a formula to convert percentages to letter grades. The formula will refer a lookup table which specifies letter grades for various ranges of percentages. You have to first create the lookup table as part of your worksheet.

A lookup table consists of two columns. The first column specifies the ranges of a given value (percentage in our case) and the second column specifies the corresponding converted values (letter grades in our case). The range will start with the lowest number followed by other values given in increasing order. The figure below shows a sample lookup table.



P	Q
Percentage	Letter Grade
0	F
0.35	E
0.5	D
0.6	C
0.7	B
0.8	B+
0.9	A
1	A+

Procedure to create this sample lookup table

1. Open the ***Grade book.xls*** workbook, if it is not already open.
2. Click any cell outside the range of student records, say ***P3***, and type ***Percentage***.
3. Click cell ***Q3***, and type ***Grade***.
4. Type the values ***0.0, 0.35, 0.5, 0.6, 0.7, 0.8, 0.9, 1.0*** in the cells ***P4*** to ***P11*** in that order.
5. Type the letter grades ***F, E, D, C, B, B+, A, A+*** in the cells ***Q4*** to ***Q11*** in that order.

This completes a lookup table. Here:

- the letter grade ***F*** corresponds to percentage values in the range greater than or equal to ***0.0*** and less than ***0.35***;
- the letter grade ***E*** corresponds to percentage values in the range greater than or equal to ***0.35*** and less than ***0.5*** and so on;
- the letter grade ***A+*** corresponds to percentage values equal to ***1.0***.

Adding a Formula to Compute Letter Grades

1. Click cell *M3* (Column M corresponds to Grades).
2. Click ***Edit Formula*** (the = sign).
3. Click the ***Name Box*** drop-down list and then select ***Lookup***. If ***Lookup*** is not available, click ***More Functions...***, in the ***Function*** category, select ***Lookup & Reference***, and then choose ***Lookup*** from the ***Function Name*** list.
4. In the ***Select Arguments*** dialog box, select **lookup_value**, **lookup_vector, *result_vector*** and then click ***OK***. The ***Lookup*** formula window appears with the cursor in the ***Lookup_value*** field.
5. Click cell *L3*. This assigns the percentage value as lookup value.
6. Click in the ***Lookup_vector*** field and then drag across cells ***P4*** through ***P11***.
7. Click in the ***Result_vector*** field and then drag across cells ***Q4*** through ***Q11***.
8. Click ***OK***. The letter *A+* should now be the value in cell ***M3***.
9. Click in the ***formula bar***. The formula will appear as =LOOKUP(L3,P4:P11,Q4:Q11)

In order to drag down this formula and use it in other cells, we have to add "$" signs.

10. Add *$* before each of the lookup table values that appear in the formula so that the formula becomes =LOOKUP(L3,$P$4:$P$11,$Q$4:$Q$11)
11. Click the fill handle in cell *M3* and drag to the bottom of the column. The assigned letter grades appear in each of the cells.
12. On the ***File*** menu, click ***Save.***

Hiding Columns and Rows

Hiding columns and rows is an easy way to "fold" away columns and rows you need, but prefer not to see for a particular process. This is helpful if you want to post test scores and grades on a bulletin board while still protecting student privacy. Hiding columns is useful in maintaining complete records in a single file.

To hide column with Student Names

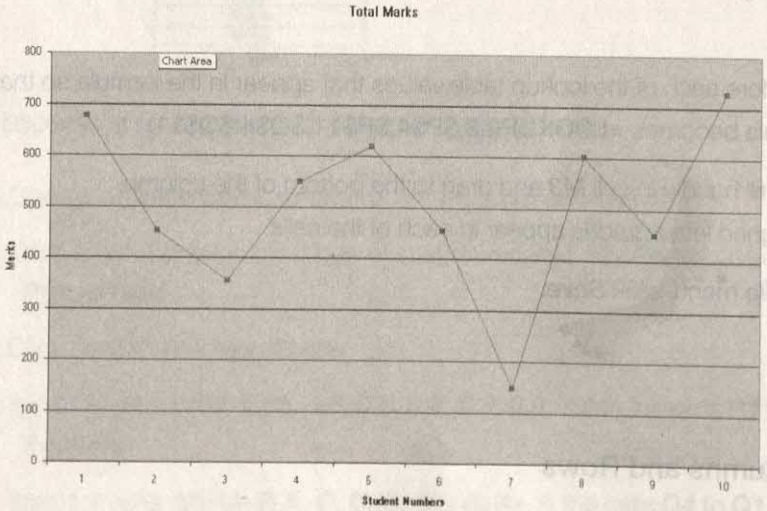
1. Open the ***Grade book.xls*** workbook, if it is not already open.
2. Click the ***Column A*** header to select the column.
3. On the ***Format*** menu, click ***Column***, and then click ***Hide***.

To unhide a hidden column (say Column A)

1. On the ***Edit*** menu, click ***Go To***.
2. In the ***Reference box***, type ***A1*** and press ***OK***.
3. On the ***Format*** menu, click ***Column***, and then click ***Unhide***.

Step 6: Creating a Chart with the Chart Wizard

Using Excel's Chart Wizard, one can create 2-D and 3-D charts to get a visual representation of values stored in two or more columns. Here, we outline a procedure to get a simple 2-D line graph showing Total Marks versus Student Numbers, as shown in the figure below:



1. Open the ***Grade book.xls*** workbook, if it is not already open.
2. Select students' data without headings in the columns corresponding to ***Student Number*** (***Column B***) and ***Total Marks*** (***Column K***) as follows:
   - ***a.*** Take the mouse pointer to ***B4***, press the left button and drag the mouse to the end of ***Column B***, keeping the button pressed (student numbers are selected.)

b. Keeping the ***Ctrl*** key pressed, take the mouse pointer to ***K4***, press the left button, and drag the mouse to the end of ***Column K***, keeping the ***Ctrl*** key and the mouse button pressed (total marks are added to the selection).

3. On the ***Standard*** toolbar, click ***Chart Wizard***.

4. On the ***Standard Types*** tab, in ***Chart type***, click ***Line.***

5. In ***Chart sub-type,*** select ***Line with markers displayed at each data value***.

6. Click ***Press and hold to view sample*** to see a sample of the chart. If the chart looks ***OK***, proceed; otherwise, try a different ***Chart type*** and/or ***Chart sub-type***. For our example, we assume that the chart is OK.

7. Click ***Next, Next***.

8. In the ***Title tab***:

a. In ***Chart*** title, type ***Total Marks***.

b. In the ***Category*** (X) axis, type ***Student Numbers.***

c. In the ***Value*** (Y) axis, type ***Marks***.

9. On the ***Legend*** tab, click the ***Show legend*** button to remove the tick mark so that the legend is not shown.

10. Click Next for ***Chart Location.***

11. Click As ***new sheet*** and type in a chart name in the text field.

12. Click ***Finish*** to complete the chart process.

13. The chart is created and attached to the existing worksheet as an additional worksheet. Attaching the chart as a separate worksheet makes it easier to print a chart.

Activity 2

Viewing Presentations, Web Sites, and Publications

(20 minutes)

Description: During this activity, you will view examples of teacher-created presentations, Web sites, and publications. After viewing the samples, you will create a presentation, Web site, or publication to introduce or support your Lesson in the next module.

View sample presentations, Web sites, and publications located in the *Module 13, Activity 2* folder on the Program CD-ROM.

Web Rings and Networks of Teacher-Created Web Pages

If you are interested in creating a Web page, you may want to browse through a few of the following sites to see what teachers are publishing on the Web. Web rings are Web sites that are linked according to subject.

Visitors can travel to all or any of the sites in a ring. They can move through a ring in either direction or they can list the next five sites in the ring. They can jump to a random site in the ring or survey all of the sites that make up the ring.

The following are networks or Web rings of teacher-created or educational Web sites.

K-12 Education Web Rings

All Children Can Learn Web Ring (Special Education)
http://b.webring.com/hub?ring=childishkaren&list

Ring of K-12 School Homepages
http://o.webring.com/hub?ring=k12hp

Teachers.net Webring
http://w.webring.com/hub?ring=teachersnet&list

Grade School Web Rings

The Elementary Teacher's Web Ring
http://i.webring.com/hub?ring=teachkids&list

1st Grade Web Ring
http://m.webring.com/hub?ring=grade1&list

1st, 2nd, and 3rd Grade Webring
http://o.webring.com/hub?ring=1st2ndand3rdgrad

Second Grade Classes Web Ring
http://f.webring.com/hub?ring=secondgradeclass

Fabulous Fifth-Graders
http://e.webring.com/hub?ring=fabulousfifthgra

Middle School Web Ring
http://v.webring.com/hub?ring=cps_ms&list

Subject-Specific Web Rings

The Art Teacher's Web Ring
http://h.webring.com/hub?ring=artteacherswebri

The History Teacher's Web Ring
http://h.webring.com/hub?ring=teachhistory

Music Education Web Ring
http://b.webring.com/hub?ring=mels&list

OJK World of Math Webring
http://d.webring.com/hub?ring=fhsmath&list

Secondary English Teachers Web Ring
http://k.webring.com/hub?ring=secondaryenglish

Be sure to go over the Take-Home Activities with the participants.

You may want to encourage your participants to review Module 14 prior to the next session so that they know what to expect and are prepared for the activities.

TAKE-HOME ACTIVITIES (10 minutes)

Activity 1

Planning Teacher Support Materials

Step 1: Read Ideas for Using Multimedia, Web Pages and Newsletters for Teacher Productivity

Using Multimedia Presentations as Instructional and Communication Tools

- Archive lessons for student absences and tutorials.
- Add presentations to Web sites for student review.
- Create interactive slide lectures.
- Design an autobiographical presentation to introduce yourself at the beginning of the year.
- Present lab reports with graphs, tables, charts, pictures, and links.
- Develop an open house presentation.
- Introduce a new lesson.
- Give an overview of an upcoming project.
- Present a daily activity or warm-up.
- Develop presentations for continual play at faculty and parent meetings.
- Integrate pictures, notes, and links to Web sites on any topic.

Using Web Pages as Instructional and Communication Tools

- Give students and parents access to educational resources at home or at school.
- Introduce the course: classroom rules and procedures, the syllabus, and other course information.
- Provide course updates throughout the year: homework schedule, outline of the month's activities, school calendar, major homework assignments, and handouts available to print from the Web site.
- Display current classroom activities.
- Report about and display pictures of field trips, student projects, and community service activities.
- Publish student work on an online "literary magazine."
- Provide resources for homework assistance, research links, directed search.
- Focus student research: step-by-step directions on how to proceed, plus links to verified, authentic research sites.
- Give parents a way to respond to your course activities over the Internet by using response forms or e-mail.
- List Parent Helper and volunteer opportunities in your classroom.

Using Publications as Instructional and Communication Tools

- Send home an overview of the course, classroom rules and procedures, the syllabus, an upcoming event list, and other school information as a newsletter. Include your picture and a short article introducing yourself. Add pictures of former students working on projects that your new students will work on over the next year.
- Report about and display pictures of field trips, student projects, and community service activities in a classroom newsletter.
- Provide course updates throughout the year: homework schedules, outlines of the month's activities, "student of the month" articles, other student recognition pieces, and examples of student work.
- Send home an overview of a large project prior to its start. Include requirements, project deadlines, pictures of previous students working on the project, resources students can use, and other ideas on how students can be successful.

List additional ideas for using teacher-created presentations, Web pages, and publications.

Step 2: Planning Teacher Support Materials

During this step you will plan a multimedia presentation, Web site, or publication to support your Project Portfolio. For example, you may want to create:

- A presentation to introduce your Project Portfolio to your students
- A Web site to serve as a resource for your students
- A publication to inform students and parents of the upcoming project

Use one or more of the following three planning pages to help you develop your teacher support materials.

- If you are creating a presentation, use page 13.20.
- If you are creating a Web site, use page 13.21.
- If you are creating a publication, use page 13.22.

Presentation – Planning the Content

Overall goal:

Title of my presentation:

Topics and reference materials to be researched on the Internet:

Other resources I will use in the creation of my presentation:
(for example, Microsoft* Encarta*, textbooks, other printed resources)

My presentation will include:

- ☐ An introduction to the lesson
- ☐ The outline and requirements of an upcoming project, including:
  - ☐ Project deadlines
  - ☐ Pictures of previous students working on the project
  - ☐ Resources students can use
  - ☐ Other ideas on how students can be successful
  - ☐ Evaluation tool
- ☐ An overview of a new concept or topic
- ☐ A daily activity or warm-up for the lesson
- ☐ Links and descriptions of appropriate Web sites
- ☐ A project broken down into purpose, materials, procedure, and results
- ☐ Scanned illustrations or computer-assisted graphics
- ☐ Photographs, graphics, or animations
- ☐ Charts and graphs
- ☐ Works Cited (bibliography)
- ☐ Other: ______________________
- ☐ Other: ______________________
- ☐ Other: ______________________

Web Site – Planning the Content

Overall goal:

Title of my Web site:

Topics and reference materials to be researched on the Internet:

Other resources I will use in the creation of my Web site
(for example, Microsoft Encarta, textbooks, other printed resources):

My Web site will include:

- ☐ An introduction to the lesson
- ☐ The outline and requirements of an upcoming project, including:
  - ☐ Project deadlines
  - ☐ Pictures of previous students working on the project
  - ☐ Resources students can use
  - ☐ Other ideas on how students can be successful
  - ☐ Evaluation tool
- ☐ An overview of a new concept or topic
- ☐ A project broken down into purpose, materials, procedure, and results
- ☐ Homework schedule
- ☐ Current classroom activities
- ☐ Upcoming events related to the lesson
- ☐ Student work
- ☐ Resources for homework assistance and project links
- ☐ Project assignments and handouts available to print from the Web site
- ☐ Scanned illustrations or computer-assisted graphics
- ☐ Photographs, graphics, or animations
- ☐ Works Cited (bibliography)
- ☐ Charts and graphs
- ☐ Other:

Publication – Planning the Content

Overall goal:

____

____

Title of my publication:

____

Topics and reference materials to be researched on the Internet:

____

____

Other resources I will use in the creation of my publication
(for example, Microsoft Encarta, textbooks, other printed resources):

____

____

My publication will include:

- ☐ An introduction to the lesson
- ☐ The outline and requirements of an upcoming project, including:
  - ☐ Project deadlines
  - ☐ Outline of the lesson's activities
  - ☐ Pictures of previous students working on the project
  - ☐ Resources students can use
  - ☐ Other ideas on how students can be successful
  - ☐ Evaluation tool
- ☐ Homework schedule
- ☐ Resources for homework assistance and research URLs available on the Internet
- ☐ Article(s) about and pictures of a field trip, student project, or community service activity
- ☐ Upcoming events
- ☐ Student work
- ☐ Scanned illustrations or computer-assisted graphics
- ☐ Photographs or graphics
- ☐ Charts and graphs
- ☐ Other: ______________________________
- ☐ Other: ______________________________

Activity 2

Reflection Log

Step 1: Pondering over the reflective questions.

To begin with, reflect on the following questions:

- How would you use spreadsheets to support your work as a teacher?
- How would you use spreadsheets effectively as a tool to support your students' learning?
- How could your students use spreadsheets?

Step 2: Enter your reflections in the Reflection Log.

After you reflect on the above questions write down your thoughts in the Reflection Log .

Note: The Reflection Log sheets are available after Module 17 in the Curriculum Binder.

Notes:

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PAIR AND SHARE

Sharing Ideas for Teacher Productivity (15 minutes)

Share: Your ideas for teacher productivity.

PEDAGOGICAL PRACTICES

Discussing the use of Productivity Tools in the Classroom (15 minutes)

Discuss: Use of Productivity Tools like Microsoft* Word.

ACTIVITIES

Activity 1: Creating Teacher Support Materials (2 hours)

Create: A Multimedia presentation, Web site, or publication to support your Project Portfolio.

Activity 2: Revisiting Lesson Plans (20 minutes)

Modify: Lesson Plan learning objectives and procedures.

TAKE-HOME ACTIVITY (10-minute overview)

Reflective Thinking

Ponder: Over the Reflective Questions.

Enter: Your reflections in the Reflection Log.

Hand out Pair and Share cards and ensure that different participants work with one another in subsequent Pair and Share sessions.

After pairing, ask participants to share with the rest of the class anything they learned or found particularly valuable.

PAIR AND SHARE (15 minutes)

Description: During this activity, you will exchange and share your ideas for using presentations, Web pages, and publications to create teacher resource materials to support your project.

List additional ideas for teacher productivity.

PEDAGOGICAL PRACTICES (15 minutes)

Description: Productivity tools can be judiciously used by students in their schoolwork. It is equally important to ensure that inappropriate use of such tools does not hamper other skills (such as good and fast handwriting).

List your thoughts on:

When should students use word processing and when should they not?

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

ACTIVITIES

Activity 1

Creating Teacher Support Materials (2 hours)

Description: During this activity, you will create a presentation, Web site, or publication to introduce or support your Lesson.

Step 1: Developing Teacher Support Materials

During this time, you will create a multimedia presentation, Web site, or publication to support your Project Portfolio. Refer to the planning done in the Module 13 as you develop your support materials.

Step 2: Embedding or Hyperlinking Files

Both embedding and hyperlinking allow you to insert a new or previously created file (Microsoft* Office file, sound file, video file, etc.) into a Microsoft Office file. An *embedded file* becomes part of the file in which it is embedded. A *hyperlink* simply points to the location of the original file and opens the linked file from its saved location. The main difference between an embedded file and a linked file is where the data is stored. To help you decide which method to use, refer to the table below.

Hyperlinking		Embedding	
Advantages	Disadvantages	Advantages	Disadvantages
Changes made to the hyperlinked source document always remain available to the file that links to it.	If you change the location of either file, the link may not work, so the file will not open.	A copy of the embedded file is actually saved within the file in which it is embedded. Moving files will not affect the embedding. When you open an embedded file, you can make changes to it that will not affect the original file.	The embedded object is a copy and has no connection to its original file; therefore, if you make changes to the original file, the embedded file will not be updated. Embedding a file may significantly increase the file size of the document in which it is embedded.

Examples of Embedding

Examples of embedded files can be seen in all of the student samples in Modules 5, 7 and 9 on the Program CD-ROM: Lesson Plans have been embedded within them for easy access.

Other Ideas for Embedding or Hyperlinking

- When creating your teacher presentation that introduces your Lesson, embed or link to your student samples to give students an idea of your expectations.
- Students can embed recordings of themselves reciting their original poetry or stories into their presentations.
- Students can explain a Microsoft* Excel chart or graph through an embedded recording, elaborating on causes and effects of the data results.

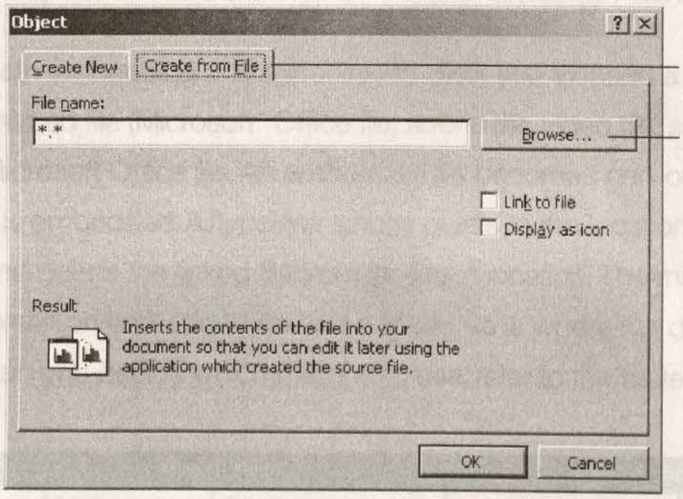
Creating a Hyperlink

Directions for linking a file are located on page 6.13. Although the directions are for linking a file in a Microsoft* PowerPoint* presentation, the method is similar for any Office program.

Embedding a File

If you want to embed a file into an opened presentation, document, publication, or spreadsheet, follow the directions below.

1. Go to the slide or place in the document where you want to insert the file.
2. On the *Insert* menu, select *Object*. The *Object* dialog box appears.
3. Click the ***Create from File*** tab. (This screenshot is from Microsoft* Word. The screenshot for PowerPoint is slightly different.)



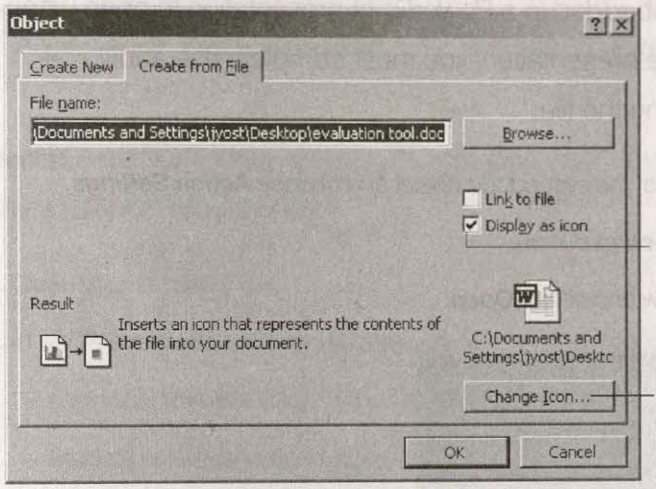
Inserts the contents of the file into your document so that you can edit it later using the application which created the source file.

Click the ***Create from file*** tab

Click the ***Browse*** button and locate the file you wish to embed

4. Click the ***Browse*** button and locate the file you wish to embed. Click ***Insert***.
5. Select the ***Display as icon*** check box.

6. To change the embedded icon or name of the icon, click the ***Change Icon*** button.



File name: \Documents and Settings\jyost\Desktop\evaluation tool.doc

☐ Link to file

☑ Display as icon

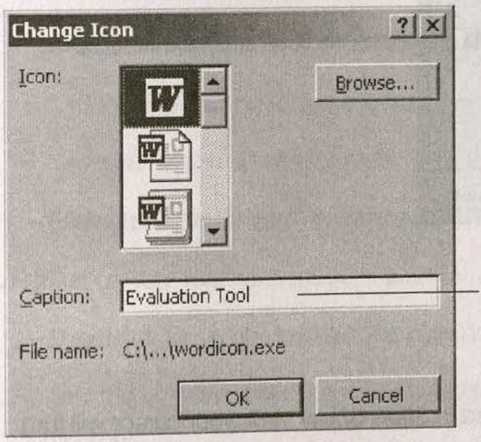
Result: Inserts an icon that represents the contents of the file into your document.

C:\Documents and Settings\jyost\Desktc

Click the ***Display as icon*** box

Click ***Change icon*** to change the icon or name of the file

7. In the ***Change Icon*** dialog box, select the icon representation that you would like to appear and, in the ***Caption*** box, type a name for the embedded object.



Caption: Evaluation Tool

File name: C:\...\wordicon.exe

Type a name for the embedded object in the ***Caption*** box.

8. Click ***OK.***

9. In the ***Object*** dialog box, click ***OK***.

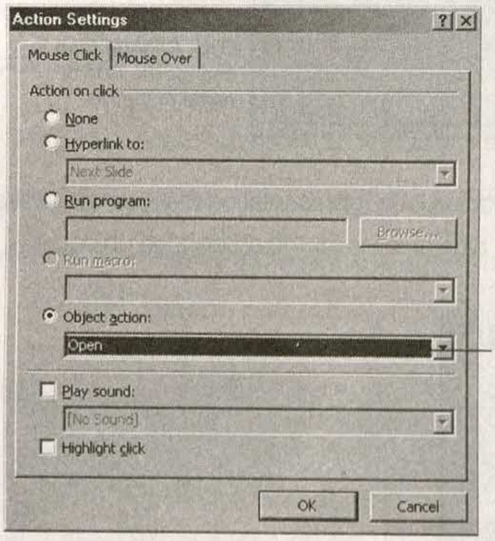
10. The embedded object will appear as an icon. It may be resized and moved.

11. To open the file, double-click the embedded icon.

Adding an Action Setting to an Embedded File in PowerPoint

If you want a file embedded in a PowerPoint presentation to open when you are showing the presentation, you must complete one additional step after embedding the file:

1. Right-click the icon of the embedded object and choose ***Action Settings***.
2. Select the ***Object Action*** button.
3. Click the down arrow and select ***Open***.



● Object action:
Open

Click the down arrow and select ***open.***

4. Click ***OK***.

Note: When your presentation is viewed in ***Slide Show*** view, your cursor will turn into a hand when placed over this embedded object icon. Clicking the embedded object will open the file.

Activity 2

Revisiting Lesson Plans (20 minutes)

Description: During this activity, you will open your Lesson Plan and add any additional procedures.

1. Open your Lesson Plan.

2. In the ***Procedures*** section, you may wish to revise the following:

- Overview or introduction of the Lesson to your students
- Student activities/tasks, such as:
  - Student pre-planning activities: brainstorming, discussion
  - Hands-on activities: Science labs, field trips, simulations, manipulatives
  - Research: library, guest speakers, print and electronic resources, Internet
  - Guided, collaborative, and independent work
  - Planning and development of student presentations
  - Presentation of student work
- Estimated time for each activity/task

3. Reflect on your teacher support materials.

- Directions for using your teacher support materials

4. Review the objectives section and, if needed, modify the student learning outcomes.

Be sure to go over the Take-Home Activity with the participants.

You may want to encourage your participants to review Module 15 prior to the next session so that they know what to expect and are prepared for the activities.

TAKE-HOME ACTIVITY (10-minute overview)

Reflection Log Book

Step 1: Pondering over the reflective questions.

To begin with, reflect on the following question:

- How can you use technology to enhance your students' understanding of a lesson?

Step 2: Enter your reflections in the Reflection Log.

After you reflect on the above question write down your thoughts in the Reflection Log.

Note: The Reflection Log sheets are available after Module 17 in the Curriculum Binder.

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Overview

PAIR AND SHARE

Sharing Teacher Support Materials (15 minutes)

Share: Teacher presentations, publications and Web sites.

PEDAGOGICAL PRACTICES

Discussing File Management (15 minutes)

Discuss: Ways to manage, store, and access student computer files.

ACTIVITIES

Activity 1: Developing Implementation Plans (1 hour, 10 minutes)

Create: An implementation plan for your Lesson.

Activity 2: Creating Management Documents (45 minutes)

Create: Computer use rules, directions, sign-up sheets, or procedures you can post in your classroom or computer lab to help with Lesson implementation.

Activity 3: Revisiting Lesson Plans (25 minutes)

Modify: Lesson Plan learning objectives and procedures.

TAKE-HOME ACTIVITIES (10 minutes)

Activity 1: Ideas for an Indian Education Portal

Think: Ideas for an Indian Education Portal.

Activity 2: Reflective Thinking

Ponder: Over the Reflective Questions.

Enter: Your reflections in the Reflection Log.

Hand out Pair and Share cards to ensure that different people work with one another than in previous Pair and Share sessions.

If a good idea is shared during the Pair and Share discussion, make sure it is also shared with the entire group.

PAIR AND SHARE (15 minutes)

Description: During this activity, you will exchange and share the teacher support materials that you created in Module 14. After sharing your materials, provide feedback to one another.

List any suggested modifications.

PEDAGOGICAL PRACTICES (15 minutes)

Description: During the creation of a project, student files are usually saved on a hard drive or server. Managing these student computer files can be a challenge.

Establishing a procedure for naming and saving these files will help students keep work organized (for example, *ashwin_sharanya_PP*, saved in the *Period 3* folder, in *My Documents* folder). Likewise, teaching students how to save files in a variety of formats and ways to move files from one computer to another will allow them to access their files, regardless of program software, operating system, or location. This way, students may work on files at school and then take them home to complete, or continue to work on a file in another classroom or the library.

Spend ten minutes brainstorming ways to manage, store, and transfer files so that students can locate and access them regardless of operating system or program software.

Note: Directions for saving files to a diskette, e-mailing files, and uploading files to a storage Web site are available in "Transporting Files" located in Appendix F (or in the *Resources, Internet Resources* folder on the Program CD-ROM).

List and share your ideas.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

ACTIVITIES

Activity 1

Developing Implementation Plans (1 hour, 10 minutes)

Description: During this activity, you will create an implementation plan for your Lesson. Think about what needs to be done before, during, and after your Lesson to ensure its success.

Step 1: Viewing Sample Implementation Plans

To assist you in creating this implementation plan, view the samples located in the *Module 15, Activity 1* folder on the Program CD-ROM.

Step 2: Planning for Implementation

What additional hardware or software do you need prior to implementing your Lesson?

Is this technology readily available in your classroom or computer lab? Or will you need to make special arrangements to procure the hardware and software listed above?

What skills do you need to teach to your students prior to implementing this Lesson?

How will students be grouped or assigned computer time to meet Lesson Plan deadlines?

Will you need to enlist the support of parent volunteers or other teachers?

What authorizations do you need prior to the start of this Lesson? (Acceptable Use Policy (AUP), parent consent for e-mail projects, field trips, etc.)

The following checklist is provided to help you create your own implementation plan. Be sure to carefully review your Lesson for its unique requirements.

A template of the following checklist is available in the *Module 15, Activity 1* folder on the Program CD-ROM. Save your implementation plan checklist in your Portfolio folder within your *lesson_support* folder, *lesson_plan* subfolder.

What needs to be done before beginning the Lesson?	Who will do it or help with it?	When does it need to be done?
☐ Send out/collect authorization/permission forms (AUP, parent consent forms for e-mail projects, Internet, field trip, etc.)		
☐ Equipment needed/checkout/borrow (camera, scanner, etc.) ____________ ____________		
☐ Reserve the computer lab or library		
☐ Check out books/DVDs/CDs to use in your class		
☐ Bookmark Favorites		
☐ Establish relationship, project parameters with partner class		
☐ Take a class/extra training		
☐ Enlist time support from outside organizations (Parent Teacher Association (PTA))		
☐ Schedule a special showcase event for finished student work		
☐ Place an article in the school newsletter		
☐ Send a newsletter to parents discussing the upcoming project. Request help, outline milestones		
☐ Reserve an outside speaker		
☐ Invite principal, other teachers, parents to see student work in progress		
☐ Purchase/obtain materials and supplies to support hands-on activities		
☐ Sign up parent volunteers		
☐ Schedule computer use time/determine rotation schedule		

What needs to be done before the Lesson? (Continued)	Who will do it or help with it?	When does it need to be done?
☐ Upload your teacher-created Web site for student use during Lesson		
☐ Double-check URLs that students will use prior to computer time. Update Favorites or teacher Web site		
☐ Set up how, you will store/share student work		
☐ Be sure students have prerequisite skills and provide training opportunities for those who are below skill level		
☐ Other: ____________________		
☐ Other: ____________________		

What needs to be done during the Lesson?	Who will do it or help with it?	When does it need to be done?
☐ Call speaker/parent volunteers a few days before they are scheduled to appear		
☐ Take pictures of students working		
☐ Invite principal and other teachers to see student work in progress		
☐ Schedule student meetings regarding project		
☐ Other: ____________________		
☐ Other: ____________________		

What needs to be done after the Lesson?	Who will do it or help with it?	When does it need to be done?
☐ Send thank-you notes to speakers/volunteers/ people who donated time or resources		
☐ Organize a special showcase event for finished student work		
☐ Create a post-lesson evaluation to obtain feedback on Lesson's success (teacher self-reflection, student reflection, parent survey)		
☐ Save projects onto diskettes, zip disks, or CDs		
☐ Clean up favorites and files		
☐ Return equipment, books, supplies		
☐ Grade projects		
☐ Schedule a presentation for school board, PTA, subject coordinators.		
☐ Integrate questions into future lessons that expand and complement the essential question posed in this Lesson.		
☐ Present student award certificate(s)		
☐ Think about the next lesson that could effectively integrate technology		
☐ Other: ____________________		
☐ Other: ____________________		

What else do you need to do to make this Lesson successful?

Step 3: Creating Implementation Plans

Using Microsoft* Word or Microsoft* Publisher, create an implementation plan, including timelines that will help ensure the success of your Lesson. A template is available in the *Module 15, Activity 1* folder on the Program CD-ROM. Save your implementation plan in your Portfolio folder within your *lesson_support* folder, *lesson_plan* subfolder.

Project Milestones / Deadlines	Time Allotted

Activity 2

Creating Management Documents (45 minutes)

Description: During this activity, you will create management documents to assist in Lesson implementation. Consider laminating these documents for long-term use and posting them in your classroom or computer lab.

Step 1: Viewing Sample Management Documents

View sample management documents located in the *Module 15, Activity 2* folder on the Program CD-ROM.

Step 2: Creating Management Documents

What items or documents would make your Lesson implementation more manageable?

Such items may include, but are not limited to, the following:

- ☐ Computer sign-up sheet
- ☐ Hardware check-out form: ____________________
- ☐ Directions for using peripherals (for example, how to use the scanner, digital camera): ____________________
- ☐ Task cards: ____________________
- ☐ Troubleshooting tips: ____________________
- ☐ Computer use rules
- ☐ Award certificates
- ☐ Other: ____________________
- ☐ Other: ____________________
- ☐ Other: ____________________

Create your management documents using Word or Publisher and save these documents in your Portfolio folder within your *lesson_support* folder, *teacher_support* subfolder

Activity 3

Revisiting Lesson Plans (25 minutes)

Description: During this activity, you will open your Lesson Plan and add any additional procedures.

1. Open your Lesson Plan.
2. In the Procedures section you may wish to revise the following:
    - Overview or introduction of the Lesson to your students
    - Student activities/tasks, such as:
        - – Student pre-planning activities – brainstorming, discussion
        - – Hands-on activities – Science labs, field trips, simulations, manipulatives
        - – Research – library, guest speakers, print and electronic resources, Internet
        - – Guided, collaborative, and independent work
        - – Planning and development of student presentations
        - – Presentation of student work
    - Estimated time for each activity/task
3. Review the objectives section and, if needed, modify the student learning outcomes.

Be sure to go over the Take-Home Activities with the participants.

You may want to encourage your participants to review Module 16 prior to the next session so that they know what to expect and are prepared for the activities.

TAKE-HOME ACTIVITIES (10-minute overview)

Activity 1

Description: An education portal is a Web site which, in principle, provides information, tools, and other kinds of resources that would help members of the education community in carrying out their activities better and more efficiently. Brainstorm some ideas for what you would like to see on an Indian Education Web Portal. There are lots of education Web sites on the Web, but what kind of content would best help teachers in India? Put down your thoughts on the creation and effective use of such a portal, listing all the different services/items that you would like as a teacher and also as a student.

List your ideas.

Activity 2

Reflection Log

Step 1: Pondering over the reflective questions.

To begin with, reflect on the following question:

- As you visualize the implementation process, what do you think are the hurdles that you would face and what would be your strategies to overcome them?

- What are the key elements of a good implementation plan that would help you in the successful execution of a technology integrated lesson plan?

Step 2: Enter your reflections in the Reflection Log.

After you reflect on the above questions write down your thoughts in the Reflection Log.

Note: The Reflection Log sheets are available after Module 17 in the Curriculum Binder.

Notes:

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overview

PAIR AND SHARE

Sharing Ideas for an Indian Education portal (15 minutes)

Share: Your ideas for an Indian Education Portal.

ACTIVITIES

Activity 1: Organizing Project Portfolios (45 minutes)

Organize: Your Project Portfolio folder.

Check: The size of your Project Portfolio folder.

Activity 2: Completing Project Portfolios (1 hours, 50 minutes)

Complete: Your Lesson Plan, Student Samples and all Project Portfolio materials.

TAKE-HOME ACTIVITY (10 minutes)

Reflective Thinking

Ponder: Over the Reflective Questions.

Enter: Your reflections in the Reflection Log.

Hand out Pair and Share cards to ensure that different people work with each other than in previous Pair and Share sessions.

If a good idea is shared during Pair and Share discussions, make sure it is also shared with the entire class.

PAIR AND SHARE (15 minutes)

Description: During this activity, you will exchange and share your ideas for what you would like to see on an Indian Education Web Portal.

List the significant ideas below.

ACTIVITIES

You may want to have participants review the Program expectations in Module 1.

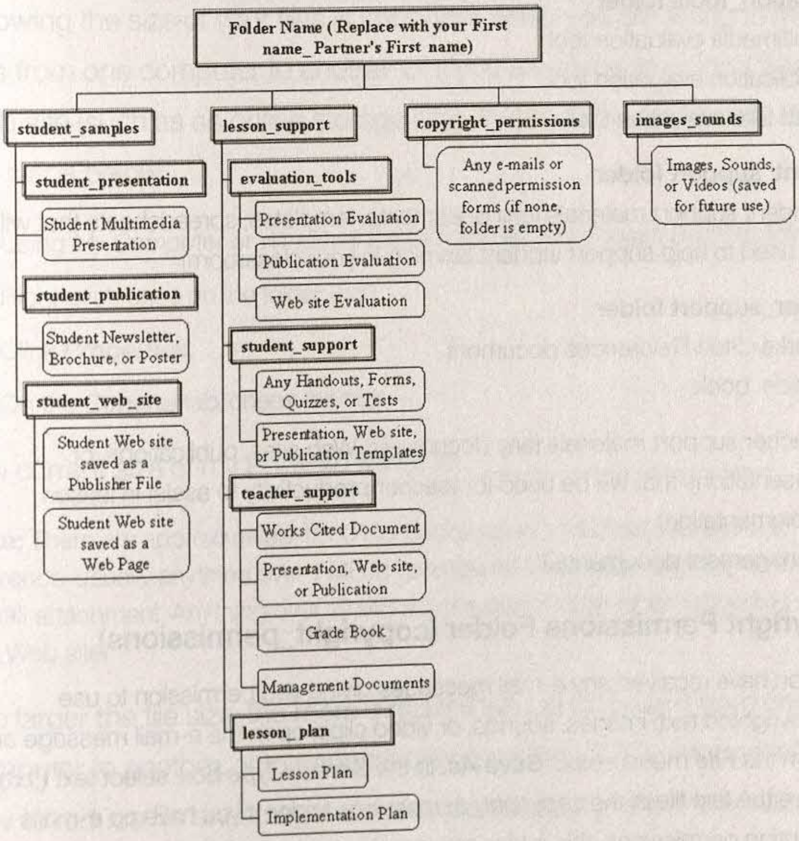
Activity 1

Organizing Project Portfolios (45 minutes)

Description: During this time, you will organize your Project Portfolio. Take the time to open and review each file that will be included in your portfolio.

Step 1: Organizing Project Portfolio Folders

Look through each subfolder in your Portfolio folder carefully, and delete or move any unnecessary files.


Folder Name (Replace with your First name_ Partner's First name)
student_samples
student_presentation
Student Multimedia Presentation
student_publication
Student Newsletter, Brochure, or Poster
student_web_site
Student Web site saved as a Publisher File
Student Web site saved as a Web Page
lesson_support
evaluation_tools
Presentation Evaluation
Publication Evaluation
Web site Evaluation
student_support
Any Handouts, Forms, Quizzes, or Tests
Presentation, Web site, or Publication Templates
teacher_support
Works Cited Document
Presentation, Web site, or Publication
Grade Book
Management Documents
lesson_plan
Lesson Plan
Implementation Plan
copyright_permissions
Any e-mails or scanned permission forms (if none, folder is empty)
images_sounds
Images, Sounds, or Videos (saved for future use)

Student Sample Folder (student_samples)

student_presentation folder

☐ Student presentation sample

student_publication folder

☐ Student publication sample (Newsletter or Brochure)

student_web_site folder

☐ Student Web site sample saved as a Web page (HTML and associated files)

☐ Student Web site sample saved as a Microsoft* Publisher file

Lesson Support Materials Folder (lesson_support)

lesson_plan folder

☐ Lesson Plan

☐ Implementation Plan

evaluation_tools folder

☐ Multimedia evaluation tool

☐ Publication evaluation tool

☐ Web Site evaluation tool

student_support folder

☐ Student support materials (any documents, templates, spreadsheets that will be used to help support student learning in your classroom)

teacher_support folder

☐ Works Cited/References document

☐ Grade book

☐ Teacher support materials (any documents, Web sites, publications, or presentations that will be used for teacher productivity to assist in lesson implementation)

☐ Management document(s)

Copyright Permissions Folder (copyright_permissions)

☐ If you have received any e-mail messages giving you permission to use copyrighted text, images, sounds, or video clips, open the e-mail message and from the ***File*** menu, select ***Save As***. In the *Save as Type* box, select text (.txt). Save the text file in the *copyright_permissions* folder. If you have no e-mails granting permissions, this folder can remain empty.

Images/Sounds Folder (images_sounds)

☐ Images, sounds, and video clips that you wish to save for future use.

List any items you are missing or have yet to complete.

Step 2: Checking the Size of Portfolio Folders

Knowing the size of your files is important when you are trying to move files from one computer to another or if you are trying to upload files to a Web site (such as an online storage site). To check the folder size, follow the steps below.

1. Using *My Computer* or *Windows Explorer*, locate your Project Portfolio folder.
2. Right-click once on the folder icon.
3. Click ***Properties***.
4. On the ***General*** tab, check the size.

The current size of my Portfolio folder is: ____________________

Note: There are approximately 1,000 KB (kilobytes) in 1 MB (megabyte). As a reference, usually anything over 1 MB is considered large when sending as an e-mail attachment. Anything over 10 MB is considered large when uploading to a Web site.

The larger the file size, the more difficult it will be to move it from one computer to another, or to transmit over the Internet. For information on how to reduce file and image size, see the instructions in the *Module 16, Activity 1* folder on the Program CD-ROM.

Activity 2

Completing Project Portfolios

(1 hour, 50 minutes)

Description: During this time, you will revise your Lesson Plan, student samples, student support, and teacher support materials. This is an opportunity to review your Project Portfolio to make certain that it adheres to all copyright laws and Fair Use guidelines. Remember that you will be showcasing your work to your colleagues in Module 17. Check spelling, grammar, and design, and ensure that all of your student samples are complete and functioning properly.

If you wish, note the items you wish to revise during this activity.

TAKE-HOME ACTIVITY (10-minute overview)

Be sure to go over the Take-Home-Activity with your participants.

You may want to encourage your participants to invite their School Principals and other teachers from their schools to the Portfolio Showcase that will occur in Module 17.

Reflection Log

Step 1: Pondering over the reflective questions.

To begin with, reflect on the following questions:

- What else do you need to include in the project portfolio that would help you to achieve your goal of enhancing student learning?

- What are the achievements that have been accomplished so far that would help you to reach your goal?

- How has this training experience changed your ideas of teaching and learning?

Step 2: Enter your reflections in the Reflection Log.

After you reflect on the above questions write down your thoughts in the Reflection Log .

Note: The Reflection Log sheets are available after Module 17 in the Curriculum Binder.

Notes:

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PAIR AND SHARE

Sharing Ideas for an Indian Education portal (15 minutes)

Share: Your ideas for an Indian Education Portal.

ACTIVITIES

Activity 1: Organizing Project Portfolios (45 minutes)

Organize: Your Project Portfolio folder.

Check: The size of your Project Portfolio folder.

Activity 2: Completing Project Portfolios (1 hours, 50 minutes)

Complete: Your Lesson Plan, Student Samples and all Project Portfolio materials.

TAKE-HOME ACTIVITY (10 minutes)

Reflective Thinking

Ponder: Over the Reflective Questions.

Enter: Your reflections in the Reflection Log.

overview

Hand out Pair and Share cards to ensure that different people work with each other than in previous Pair and Share sessions.

If a good idea is shared during Pair and Share discussions, make sure it is also shared with the entire class.

PAIR AND SHARE (15 minutes)

Description: During this activity, you will exchange and share your ideas for what you would like to see on an Indian Education Web Portal.

List the significant ideas below.

ACTIVITIES

You may want to have participants review the Program expectations in Module 1.

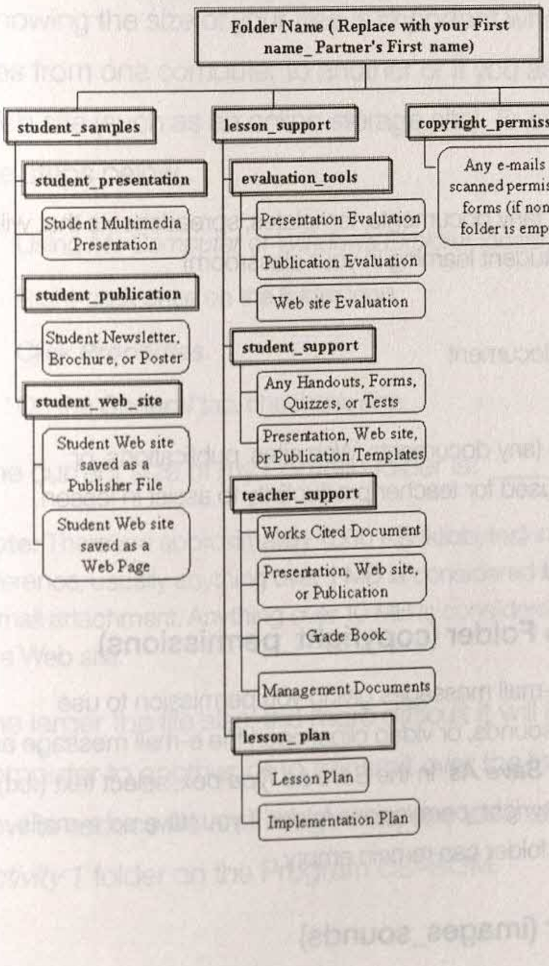
Activity 1

Organizing Project Portfolios (45 minutes)

Description: During this time, you will organize your Project Portfolio. Take the time to open and review each file that will be included in your portfolio.

Step 1: Organizing Project Portfolio Folders

Look through each subfolder in your Portfolio folder carefully, and delete or move any unnecessary files.


Folder Name (Replace with your First name_ Partner's First name)
student_samples
student_presentation
Student Multimedia Presentation
student_publication
Student Newsletter, Brochure, or Poster
student_web_site
Student Web site saved as a Publisher File
Student Web site saved as a Web Page
lesson_support
evaluation_tools
Presentation Evaluation
Publication Evaluation
Web site Evaluation
student_support
Any Handouts, Forms, Quizzes, or Tests
Presentation, Web site, or Publication Templates
teacher_support
Works Cited Document
Presentation, Web site, or Publication
Grade Book
Management Documents
lesson_ plan
Lesson Plan
Implementation Plan
copyright_permissions
Any e-mails or scanned permission forms (if none, folder is empty)
images_sounds
Images, Sounds, or Videos (saved for future use)

Student Sample Folder (student_samples)

student_presentation folder

☐ Student presentation sample

student_publication folder

☐ Student publication sample (Newsletter or Brochure)

student_web_site folder

☐ Student Web site sample saved as a Web page (HTML and associated files)

☐ Student Web site sample saved as a Microsoft* Publisher file

Lesson Support Materials Folder (lesson_support)

lesson_plan folder

☐ Lesson Plan

☐ Implementation Plan

evaluation_tools folder

☐ Multimedia evaluation tool

☐ Publication evaluation tool

☐ Web Site evaluation tool

student_support folder

☐ Student support materials (any documents, templates, spreadsheets that will be used to help support student learning in your classroom)

teacher_support folder

☐ Works Cited/References document

☐ Grade book

☐ Teacher support materials (any documents, Web sites, publications, or presentations that will be used for teacher productivity to assist in lesson implementation)

☐ Management document(s)

Copyright Permissions Folder (copyright_permissions)

☐ If you have received any e-mail messages giving you permission to use copyrighted text, images, sounds, or video clips, open the e-mail message and from the ***File*** menu, select ***Save As***. In the *Save as Type* box, select text (.txt). Save the text file in the *copyright_permissions* folder. If you have no e-mails granting permissions, this folder can remain empty.

Images/Sounds Folder (images_sounds)

☐ Images, sounds, and video clips that you wish to save for future use.

List any items you are missing or have yet to complete.

Step 2: Checking the Size of Portfolio Folders

Knowing the size of your files is important when you are trying to move files from one computer to another or if you are trying to upload files to a Web site (such as an online storage site). To check the folder size, follow the steps below.

1. Using *My Computer* or *Windows Explorer,* locate your Project Portfolio folder.
2. Right-click once on the folder icon.
3. Click ***Properties***.
4. On the ***General*** tab, check the size.

The current size of my Portfolio folder is: ____________________

Note: There are approximately 1,000 KB (kilobytes) in 1 MB (megabyte). As a reference, usually anything over 1 MB is considered large when sending as an e-mail attachment. Anything over 10 MB is considered large when uploading to a Web site.

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If you wish, note the items you wish to revise during this activity.

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- What are the achievements that have been accomplished so far that would help you to reach your goal?
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Step 2: Enter your reflections in the Reflection Log.

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Activity 3

Evaluating the Training (30 minutes)

Description: During this activity, you will reflect on the training you received and share your impressions, ideas for improvement, and overall assessment of the Intel Teach to the Future program.

Completing the Training Evaluation

Complete the Intel Teach to the Future evaluation form that has been distributed by your Trainer. One goal for the evaluation is to understand how well the Intel Teach to the Future program is succeeding in helping you to work more effectively with computers in the classroom. This survey is designed to collect information about your experience, and how prepared you feel to integrate technology-related activities in your classroom.

Activity 4

Wrapping Up (20 minutes)

Step 1: Reflecting on the Training

Think about the following questions. Share with your colleagues and your trainer how the training you received will affect your teaching practices and student learning.

What did you find most valuable about the training?

How will the training you received affect your teaching practices and student learning?

Share your thoughts with the class.

Step 2: Removing Files (Optional)

Once your files are saved in a permanent location (teacher server; uploaded to a storage Web site; saved onto diskettes, zip disk, or CD, etc.), remove all files that you developed during this training from the computer. You may want to copy your Favorites folder to a disk to take with you. Remember to remove all CD-ROMs and floppy disks from your computer, as well.

Step 3: Gathering Contact Information

Description: In this step you can gather the names and contact information of your fellow participants to work together on future projects and activities.

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*Other names and brands may be claimed as the property of others.

Reflection Log - 1

Write your answer to the following reflective question.

- What expectations do you have of this training program?

Reflection Log - 2

Write answers to the following reflective questions.

- How would Essential and Unit questions help your students' learning?

- On your chosen topic, compare the "new" questions that promote higher level of thinking with the "old" ones you have been asking till date. List out the differences keeping in mind "Blooms Taxonomy".

Reflection Log - 3

Write answers to the following reflective questions.

- How serious is the matter of "copyright issue" within and outside your classroom? Ponder.

- Why would you like your students and yourself to remain within copyright limits?

Reflection Log - 4

Write answers to the following reflective questions.

- How would you use the power of the Internet to support your role as a teacher and to enhance your students' learning?

- Everything on the Internet is not good. How would you create awareness amongst your students about this fact?

Reflection Log - 5

Write answers to the following reflective questions.

- How do you think you would use email in your classroom to enhance your students' learning?

- While working on the student samples, why are you role playing as a student? How would it help you as teacher?

Reflection Log - 6

Write answers to the following reflective questions.

- How would you ensure that your students would achieve their learning objectives when using multimedia?

- Would a technology based assignment need different guidelines to evaluate it? Ponder.

Reflection Log - 7

Write answers to the following reflective questions.

- How would evaluation tools with topic specific criteria help your students to perform better?

- How will you design your student projects to ensure your students are learning more in depth, faster, and better when you integrate technology in the teaching and learning process?

Reflection Log - 8

Write answers to the following reflective questions.

- How would you increase your students' understanding of content through the creation of publications?

- How is a multimedia presentation different from a newsletter and how is a newsletter different from a brochure? How do you choose which type of product your students should create to best demonstrate their learning?

Reflection Log - 9

Write answers to the following reflective questions.

- What are the challenges that you encountered while planning the web site? What are the strategies that you adopted to overcome these challenges?

- What can you provide in a student Web page that is not possible using a presentation or publication software? How would you take advantage of some of the strengths of the Web in designing your Web site?

Reflection Log - 10

Write answers to the following reflective questions.

- How is a Web site different from the other student samples you have created? What kinds of projects and learning would be best served through the creation of a Web site?

- How do you ensure students' understanding of content is increasing when working on technology-enhanced assignments?

Reflection Log -11

Write your answer to the following reflective question.

- How would you use technology effectively to create a learning environment that promotes collaboration, enquiry based learning, critical thinking, questioning and problem solving skills amongst your students?

Reflection Log - 12

Write answers to the following reflective questions.

- How can scaffolds help your students to learn and perform better?

- How can scaffolds support students of varying levels in the classroom?

- How can you make sure that students do not become dependent on scaffolds, but instead, become independent learners?

Reflection Log - 13

Write answers to the following reflective questions.

- How would you use spreadsheets to support your work as a teacher?

- How would you use spreadsheets effectively as a tool to support your students' learning?

- How could your students use spreadsheets?

Reflection Log - 14

Write your answer to the following reflective question.

- How can you use technology to enhance your students' understanding of a lesson?

Reflection Log - 15

Write answers to the following reflective questions.

- As you visualize the implementation process, what do you think are the hurdles that you would face and what would be your strategies to overcome them?

- What are the key elements of a good implementation plan that would help you in the successful execution of a technology integrated lesson plan?

Reflection Log - 16

Write answers to the following reflective questions.

- What else do you need to include in the project portfolio that would help you to achieve your goal of enhancing student learning?

- What are the achievements that have been accomplished so far that would help you to reach your goal?

- How has this training experience changed your ideas of teaching and learning?

Notes:

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Understanding Typography . . . . .Appendix D
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Appendix Contents

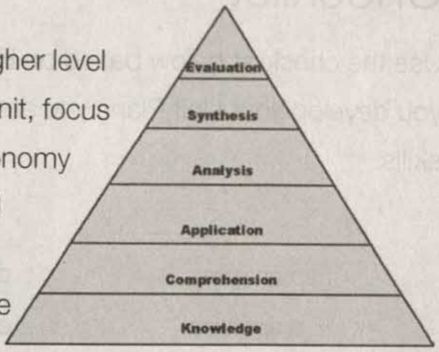
Higher-Level Thinking Skills

Appendix A

Higher-Level Thinking Skills

Promoting Higher-Level Thinking Skills

To ensure that you are promoting higher level thinking skills as you develop your Unit, focus on the verbs based on Bloom's Taxonomy listed under Analysis, Synthesis, and Evaluation. Questions and activities should be planned so as to challenge learners to move from lower to higher-order thinking.



Knowledge		Comprehension		Application	
Recall or recognition of information		**Understand or interpret**		**Transfer from one setting to another**	
arrange	define	classify	compare	apply	calculate
duplicate	identify	demonstrate	describe	choose	classify
label	list	differentiate	discuss	demonstrate	dramatize
memorize	name	explain	express	illustrate	interpret
recall	recognize	identify	indicate	manipulate	modify
repeat	show	interpret	locate	operate	relate
state		paraphrase	report	schedule	solve
		summarize	restate	use	write
		recognize	review	put into practice	
		select	translate		
		visualize			

Higher-Level Thinking Skills

Analysis		Synthesis		Evaluation	
Identify parts and see related order		**Put parts together to form a new whole**		**Judge value or use based on criteria**	
analyze	appraise	arrange	assemble	appraise	argue
calculate	categorize	compare	collect	assess	attach
choose	compare	compose	construct	choose	compare
contrast	criticize	create	design	criticize	defend
deduce	examine	devise	develop	estimate	evaluate
experiment	organize	discuss	formulate	judge	justify
question	test	hypothesize	manage	predict	rate
differentiate		organize	plan	select	support
discriminate		prepare	propose	value	
distinguish		report	set up		
		schematize	support		
		write			

Higher-Level Thinking Skills Checklist

Use the checklist below based on Bloom's Taxonomy to ensure that as you develop your Unit Plans you are addressing higher-level thinking skills.

- ☐ analyze
- ☐ appraise
- ☐ categorize
- ☐ choose
- ☐ compare
- ☐ compose
- ☐ conclude
- ☐ construct
- ☐ contrast
- ☐ create
- ☐ criticize
- ☐ deduce
- ☐ defend
- ☐ design
- ☐ devise
- ☐ diagram
- ☐ discriminate
- ☐ discuss
- ☐ distinguish
- ☐ estimate
- ☐ evaluate
- ☐ judge
- ☐ justify
- ☐ hypothesize
- ☐ organize
- ☐ outline
- ☐ plan
- ☐ rate
- ☐ relate
- ☐ report
- ☐ support
- ☐ schematize
- ☐ write

Copyright Summary

Copyright Summary

Using Copyrighted Materials

This summary on copyright and Fair Use attempts to answer questions raised when using copyrighted elements in student and teacher multimedia projects. Please see the *Copyright Chaos* presentation and the other copyright resources on the Intel® Teach to the Future program CD-ROM for additional information.

Using images, sounds, and video in unit portfolios that will be uploaded to a Web site:

Citing sources is required, but just citing the source is not enough. [Citing includes: Copyright ownership information underneath the image/video (e.g., © 2001 copyright holder name) and, *where available*, a full bibliographic description at the end (including author, title, publisher, and place and date of publication/Web address)]. Teachers need to check the Web site where they obtained the material to see if there are restrictions on using any of the materials. Unless there are specific directions that the images (or other items) *can* be used without permission, the teacher needs to e-mail the Webmaster to ask for permission (who will often forward the message to the copyright holder, if applicable). See the sample permission-request letter that can be used by Participants in this training in the *Resources, Copyright Resources* folder on the Program CD-ROM and modify it for your own use.

Actual student work or pictures of students need parent permission. See the list of Web sites with example permission-request letters in the *Resources, Copyright Resources* folder on the Program CD-ROM.

The *copyright_permissions* folder within the Portfolio folder is for any permission authorizations received via e-mail or mail (text file or scanned file). If the copyright owner states on his/her Web site that use is allowed without permission, use the materials within their guidelines and cite the source.

The following are not copyrighted and may be freely used:

- Logical, comprehensive compilations (such as the telephone book)
- Unoriginal reprints of public domain works
- Materials or reprints of materials in the public domain (all prior to 1923; most between 1923-1963; additional information at http://www.unc.edu/~unclng/public-d.htm)
- Most U.S. government materials (some items created by contractors for the government might be copyrighted)
- Facts
- Ideas, processes, methods, and systems described in copyrighted materials

Using images, sounds, video in student samples or actual student projects that will only be seen in the classroom:

Citing sources is still required (copyright information and full bibliographic description, as in #1). The Fair Use provision of Copyright Law generally applies when using copyrighted work for in-class use (see the four factors test in the *Copyright Chaos* presentation). Teachers/students do not need to get permission to use the copyrighted work, but they should follow the Fair Use and Multimedia Guidelines listed in *Copyright Chaos*. If they are going to use more than the recommended percentages/quantities, or the work may end up with a larger audience (such as on the Web), then they should e-mail a request for permission.

Even though asking permission is not required under Fair Use, checking usage restrictions and e-mailing requests to get permission to use copyrighted work are always good practice for both teachers and their students.

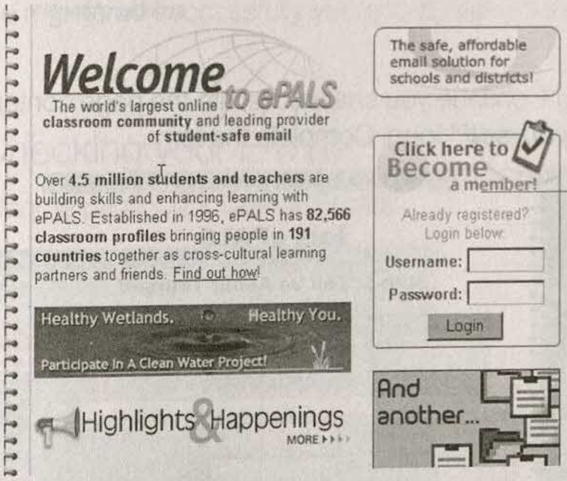
Setting up an E-mail Account

Setting up an E-mail Account

Setting up an E-mail Account

Here, we will see how you can register for an e-mail account using ePALS web mail. ePALS communication tools make it easy for you and your students to participate in collaborative projects around the world. We will now go through various steps to get your own email@epals.com. You can create a maximum of 35 monitored email accounts using ePALS classroom Exchange.

1. Launch your browser.
2. Go to: ***http://www.epals.com/***
3. Click on ***Click here to Become a member***


Welcome to ePALS
Highlights & Happenings
MORE
Healthy Wetlands. Healthy You.
Participate In A Clean Water Project!
Click here to Become a member!
Username:
Password:
Login
And another...

The world's largest online **classroom community** and leading provider of **student-safe email**

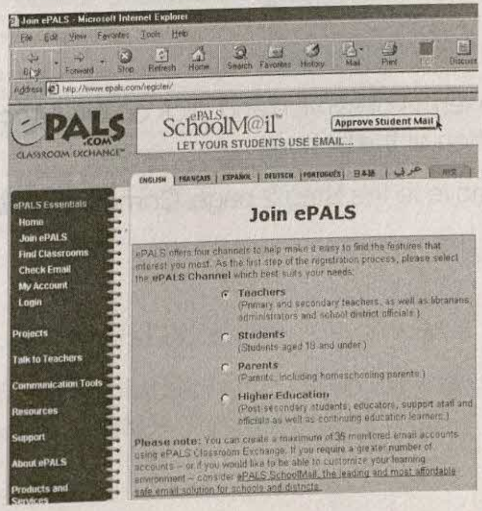
Over **4.5 million students and teachers** are building skills and enhancing learning with ePALS. Established in 1996, ePALS has **82,566 classroom profiles** bringing people in **191 countries** together as cross-cultural learning partners and friends. Find out how!

The safe, affordable email solution for schools and districts!

Already registered? Login below.

click here to open your account

4. You will move to the page inviting you to join ePALS. ePALS offers four channels to help make it easy to find the features that interest you most.


Join ePALS - Microsoft Internet Explorer
File Edit View Favorites Tools Help
Back Forward Stop Refresh Home Search Favorites History Mail Print Discuss
Address http://www.epals.com/register/
ePALS.COM CLASSROOM EXCHANGE
ePALS SchoolM@il LET YOUR STUDENTS USE EMAIL...
Approve Student Mail
ENGLISH | FRANÇAIS | ESPAÑOL | DEUTSCH | PORTUGUÊS | عربي
ePALS Essentials
Home
Join ePALS
Find Classrooms
Check Email
My Account
Login
Projects
Talk to Teachers
Communication Tools
Resources
Support
About ePALS
Products and Services

Join ePALS

ePALS offers four channels to help make it easy to find the features that interest you most. As the first step of the registration process, please select the **ePALS Channel** which best suits your needs:

● **Teachers**
(Primary and secondary teachers, as well as librarians, administrators and school district officials.)

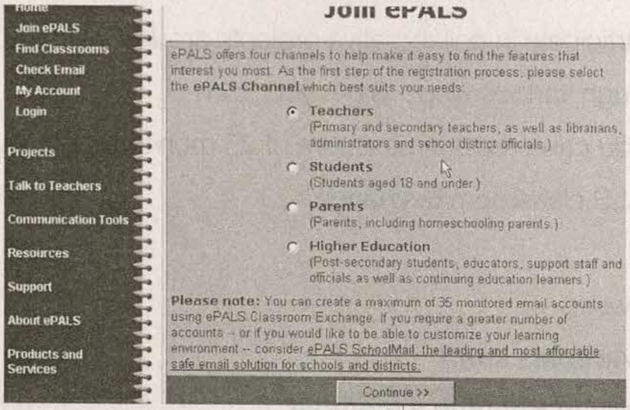
○ **Students**
(Students aged 18 and under.)

○ **Parents**
(Parents, including homeschooling parents.)

○ **Higher Education**
(Post-secondary students, educators, support staff and officials as well as continuing education learners.)

Please note: You can create a maximum of 35 monitored email accounts using ePALS Classroom Exchange. If you require a greater number of accounts – or if you would like to be able to customize your learning environment – consider ePALS SchoolMail, the leading and most affordable safe email solution for schools and districts.

5. As the first step of the registration process, select the ePALS Channel, which best suits your needs.
6. After selecting the ePALS Channel which best suits your needs, click on *Continue*



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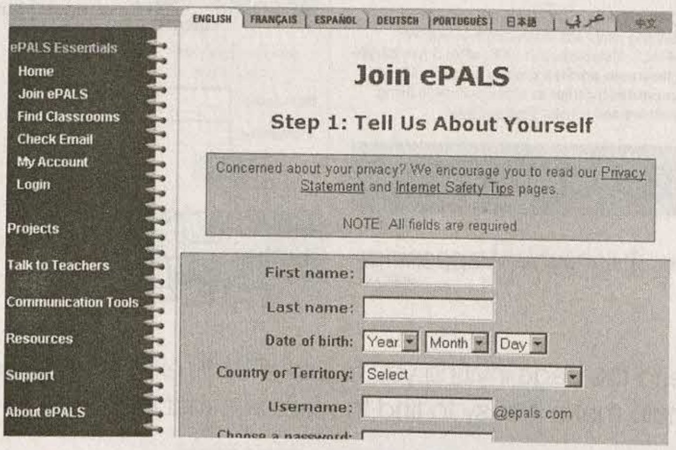
Click continue after selecting a suitable channel

7. On clicking Continue you shall move into the page containing ***"Tell us about yourself"*** form. Complete the form.



Join ePALS

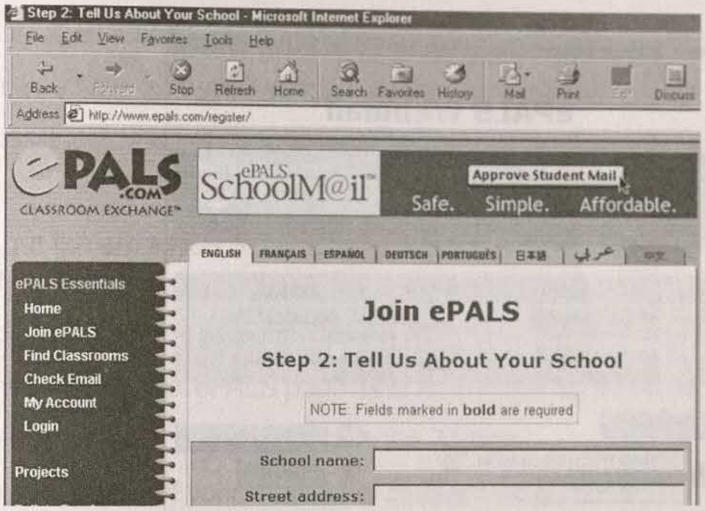
Step 1: Tell Us About Yourself

Concerned about your privacy? We encourage you to read our Privacy Statement and Internet Safety Tips pages.

NOTE: All fields are required

First name:
Last name:
Date of birth: Year Month Day
Country or Territory: Select
Username: @epals.com
Choose a password:

8. Read over the terms of service and click on the ***"Accept Terms and Continue"*** button at the bottom.
9. You will now move to the Step 2 page. Complete ***"Tell us about your school"*** form.


Step 2: Tell Us About Your School - Microsoft Internet Explorer
File Edit View Favorites Tools Help
Back Forward Stop Refresh Home Search Favorites History Mail Print Edit Discuss
Address http://www.epals.com/register/
ePALS.COM CLASSROOM EXCHANGE
ePALS SchoolM@il
Approve Student Mail
Safe. Simple. Affordable.
ENGLISH FRANÇAIS ESPAÑOL DEUTSCH PORTUGUÊS 日本語 عربي 中文
ePALS Essentials
Home
Join ePALS
Find Classrooms
Check Email
My Account
Login
Projects

Join ePALS

Step 2: Tell Us About Your School

NOTE: Fields marked in **bold** are required

School name:

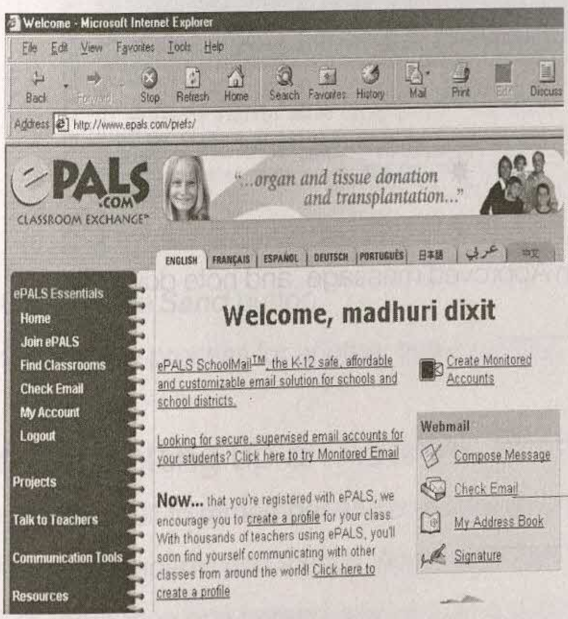
Street address:

10. Once your registration information has been completed, click on the ***Done*** button.

11. If you have registered successfully, you should see a Welcome screen.

Step 2: Checking your E-mail

1. In the Welcome page Click ***Check E-mail.***


Welcome - Microsoft Internet Explorer
File Edit View Favorites Tools Help
Back Forward Stop Refresh Home Search Favorites History Mail Print Edit Discuss
Address http://www.epals.com/prefs/
ePALS.COM CLASSROOM EXCHANGE
"...organ and tissue donation and transplantation..."
ENGLISH FRANÇAIS ESPAÑOL DEUTSCH PORTUGUÊS 日本語 عربي 中文
ePALS Essentials
Home
Join ePALS
Find Classrooms
Check Email
My Account
Logout
Projects
Talk to Teachers
Communication Tools
Resources
Create Monitored Accounts
Webmail
Compose Message
Check Email
My Address Book
Signature

Welcome, madhuri dixit

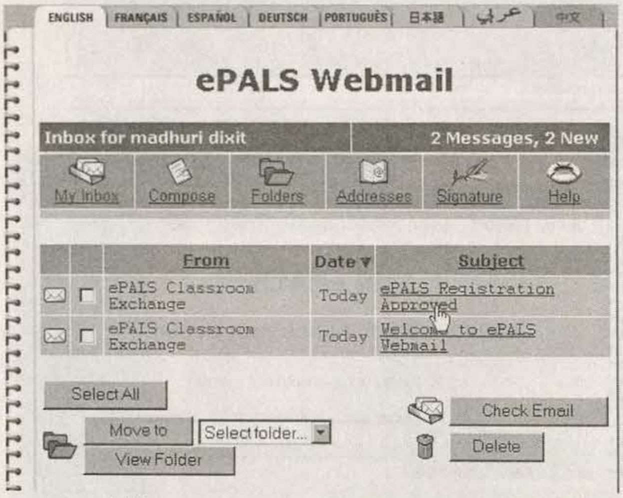
ePALS SchoolMail™, the K-12 safe, affordable and customizable email solution for schools and school districts.

Looking for secure, supervised email accounts for your students? Click here to try Monitored Email

Now... that you're registered with ePALS, we encourage you to create a profile for your class. With thousands of teachers using ePALS, you'll soon find yourself communicating with other classes from around the world! Click here to create a profile

click on check E-mail

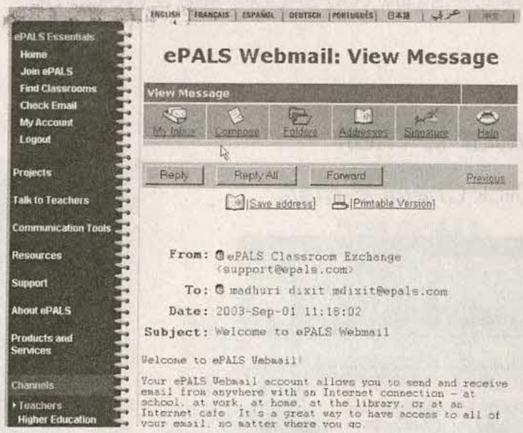
2. You will now move to the Inbox page
3. You should find a Registration Approved Message and a Welcome Message from the ePALS Classroom Exchange.



Inbox for madhuri dixit — 2 Messages, 2 New

		From	Date ▾	Subject
✉	☐	ePALS Classroom Exchange	Today	ePALS Registration Approved
✉	☐	ePALS Classroom Exchange	Today	Welcome to ePALS Webmail

4. Click on the Welcome message and read it. This gives you a brief introduction to ePALS Webmail. Click ***next***.



From: ePALS Classroom Exchange <support@epals.com>
To: madhuri dixit mdixit@epals.com
Date: 2003-Sep-01 11:18:02
Subject: Welcome to ePALS Webmail

Welcome to ePALS Webmail!

Your ePALS Webmail account allows you to send and receive email from anywhere with an Internet connection - at school, at work, at home, at the library, or at an Internet cafe. It's a great way to have access to all of your email, no matter where you go.

5. Read the Registration Approved message and note down:

User Name ________________

Password ________________

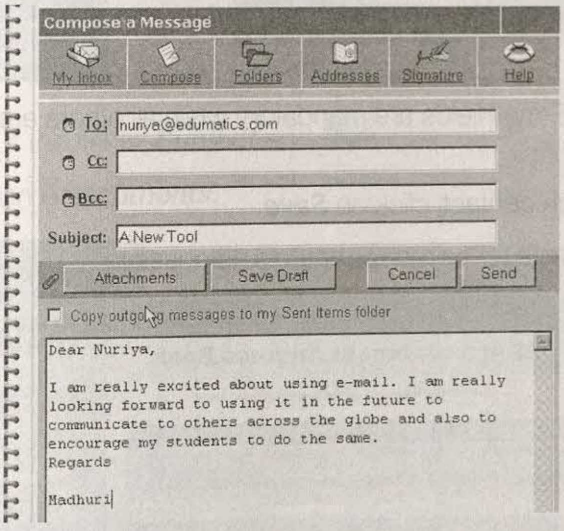
E-mail Address ______________

6. Get familiar with the layout of the page .

Step 3 : Sending an E-mail

Now that you have an e-mail account, send some e-mails to your colleagues. Here, you will send at least two e-mails to your training mates.

1. Find out the e-mail IDs of two participants to whom you would like to send mails.
2. Click on the ***Compose*** button.
3. This will display the ePALS page as shown in the figure below.
4. Write the e-mail ID of the receiver in the ***To box.***
5. Write the subject of your mail in the ***Subject box.***
6. In the message box, fill details about how you feel about using e-mail.



To: nuriya@edumatics.com

Cc:

Bcc:

Subject: A New Tool

☐ Copy outgoing messages to my Sent Items folder

```
Dear Nuriya,

I am really excited about using e-mail. I am really
looking forward to using it in the future to
communicate to others across the globe and also to
encourage my students to do the same.
Regards

Madhuri
```

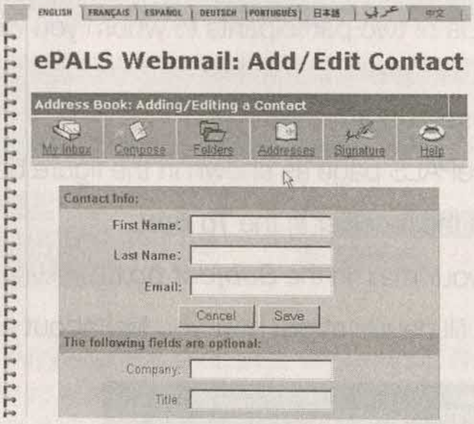
7. Click on the ***Send*** button.
8. Repeat the process for another training mate.

Step 4: Setting up an Address Book

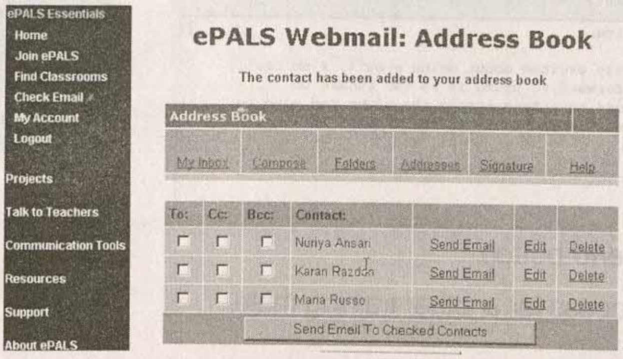
It is very difficult to remember all the e-mail addresses of your colleagues, students and friends. And if you want to send the same mail to more than one person, it is very time consuming to write all the addresses manually each time and then send the mail. To cope with these difficulties, ePALS provides an Address Book facility. The address book makes it easy to recall the e-mail addresses of your students, friends or colleagues.

Adding a New Address

1. Click on the ***Addresses*** button on the Navigation Bar
2. A form will appear. Fill in as many fields as possible.


ENGLISH | FRANÇAIS | ESPAÑOL | DEUTSCH | PORTUGUÊS | 日本語 | عربي | 中文
ePALS Webmail: Add/Edit Contact
Address Book: Adding/Editing a Contact
My Inbox
Compose
Folders
Addresses
Signature
Help
Contact Info:
First Name:
Last Name:
Email:
Cancel
Save
The following fields are optional:
Company:
Title:

3. The Name and E-mail fields are mandatory while all others are optional.
4. After adding each contact, click on ***Save***.
5. Repeat the process for as many contacts as possible.



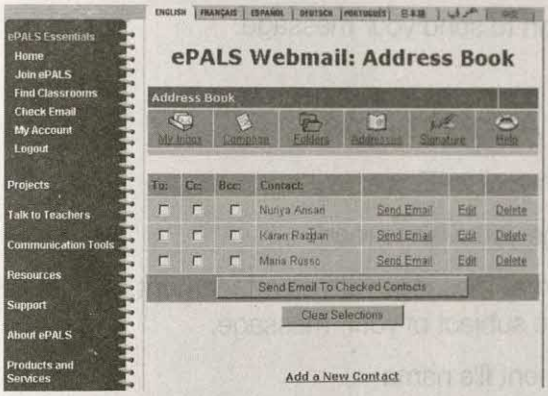
The contact has been added to your address book

To:	Cc:	Bcc:	Contact:			
☐	☐	☐	Nuriya Ansari	Send Email	Edit	Delete
☐	☐	☐	Karan Razdan	Send Email	Edit	Delete
☐	☐	☐	Maria Russo	Send Email	Edit	Delete

Step 5: Sending Attachments

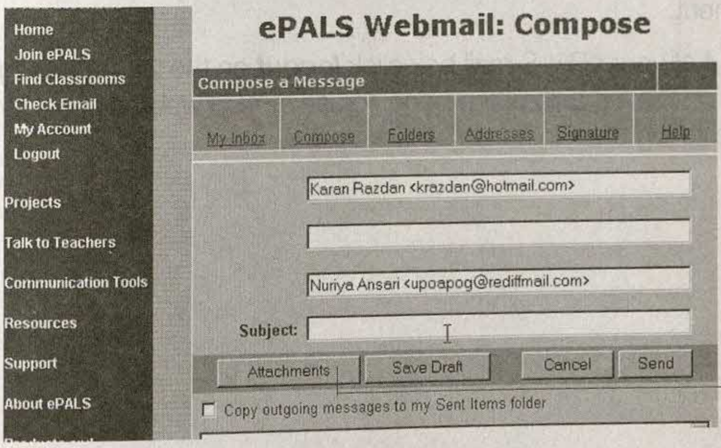
You can attach a file, or multiple files, with your e-mail message. Such additional files are called attachments. The contents of the attachments can be anything: images, Word documents, PowerPoint* presentations or even applications. Now send an e-mail again to a few of your friends. But this time, include an attachment, and use the Address List to fill up the To: and Cc: fields.

1. Click on ***Compose.***
2. Now, instead of writing the e-mail ID of the receiver, click the ***Addresses*** button on the horizontal bar at the top. In the Address book click on the To, CC boxes against the corresponding names to whom you want to send the e-mail.Then click the ***Send Email To Checked Contacts*** button. The e-mail addresses are copied in the respective fields on the compose page



To:	Cc:	Bcc:	Contact:			
☐	☐	☐	Nuriya Ansari	Send Email	Edit	Delete
☐	☐	☐	Karan Razdan	Send Email	Edit	Delete
☐	☐	☐	Maria Russo	Send Email	Edit	Delete

3. Fill out the fields: ***Subject*** and ***Text.***
4. Click on ***Attachments.***



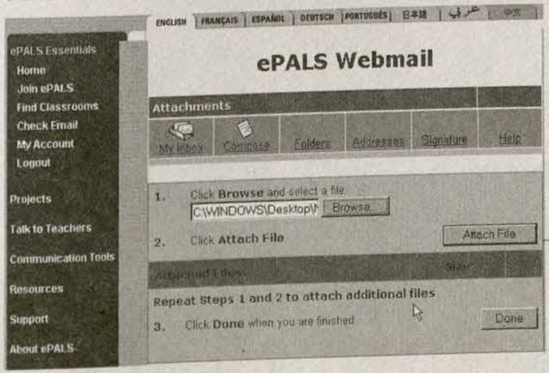
Karan Razdan <krazdan@hotmail.com>

Nuriya Ansari <upoapog@rediffmail.com>

☐ Copy outgoing messages to my Sent Items folder

Click on Attachments

5. Click the ***Browse*** button to select the file that you want to attach.
6. Click the ***Attach file*** button.



1. Click **Browse** and select a file
C:\WINDOWS\Desktop\
2. Click **Attach File**

Repeat Steps 1 and 2 to attach additional files

3. Click **Done** when you are finished

click Attach File

7. The transfer of an attached file may require 30 seconds to 10 minutes depending on the size of the file.
8. Repeat Steps 5 and 6 to attach additional files.
8. If you wish to remove an attachment, click the ***Delete*** button of the file that you wish to remove.
9. Click the ***Done*** button to return to your message.
10. Click the ***Send*** button to send your message.

Step 6: Opening Attachments

1. Make sure you are in your In-Box.
2. Click on the message you wish to read.
3. When reading an e-mail message with an attachment, a paper clip will appear below the subject of your message.
4. Click on the attachment file name
5. The file will open in a new window or you will be prompted to open or save your file. Save to the Desk top.
7. You will need to exit or minimize your browser in order to read your attachment.
8. To log out of your ePALS mail box click ***logout*** on the vertical navigation bar on the left side of the page.To use ePALS webmail again you will have to log back in.

Understanding Typography

Appendix D

Understanding Typography

Understanding typography

TYPOGRAPHY

One of the simpler visual arts is communication presentation. It has fundamental roots in the subject of communication and to a certain extent in design, which need to be understood carefully to be able to do justice to any communication presentation.

Graphic communicators are one of the vital links in the communication chain, linking the provider and the receiver of information

COMMUNICATION DESIGN

Communication

Communication is the art and science of delivering a message. The art of communication deals with the creation of the message in an appropriate form. The science deals with the technical or technological processes involved with message transmission.

The creation style changes, in a major way, with the objective and the medium. In a smaller way it changes with the communicator. Similarly, the technology changes with the medium in a major way. For example, in communication through the print medium, the printing technology and physical transportation of the printed matter to the receiver is important. In case of Radio and Television, the broadcast Technology is important and in case of Telephone and Cell Phones, the Telecommunication technology is important. The World Wide Web depends on Internet Technology for its smooth operation.

Communication Designing

In this exercise we shall restrict our self to understanding the art part of communication. We shall be concerned over here with the designing and proper presentation of the communication. For practical purposes we shall presume that the medium is print, though the terms page and file are commonly used in computers and internet.

Communication designing refers to the final look or feel of the communication. The term implies using skills like typography (the type face, font, correct point size, smart use of options like bold letters, capitals, italics, highlighting etc.) colour (suitable shades, tones, hues, contrasts, saturation etc.) and

Creative typography is a language within a language. When the eloquence of colour is blended in, whole new levels of meaning can be added to the written word.

aesthetic designing discretion to create that ambience in the message, collectively helps the senses and sensibilities of a person in receiving the communication in that ready frame of reference which the core message is supposed to portray. Communication designing thus deals with the art of communication in its totality.

Visualization

Visualization is the ability to imagine in pictures. The pictures can be in any form
- a real situation (as in dramas, plays),
- a capturable sequence (motion picture),
- a caricature (cartoons or animation),
- a still (a photograph or illustration or scribble or painting)

In communication, fundamentally visualization deals with creative use of intelligent perception and unique representation of a well defined situation for a clear audience.

Typography is painting with the type face and shape and size and style. Typography is poetry in prose. It is music in visual form. It is the language of aesthetics. It is the nectar of communication designing. And soul of presentation. Selecting the right font can make a difference between acceptance and rejection, between success and failure.

Correct typography with the right visuals and design can create a unique harmony and synergy in communication.

In pure terms, design implies a certain visual dimension rendered to create a positive, harmonious, inspiring and pleasing effect on the finer sensibilities. Designing is an art guided by objective and medium.

Typography, colour and design are the three elements of effective visual communication. You can design using only colour, but not using only type. Even black type on white paper constitutes a colour relationship.

Subsequent to the finalisation of design, the distribution of the available page area mainly between the visuals and the copy area is termed as page layout.

Note:

1. While understanding communication and designing it is important to keep the core message and the objective of communication in clear focus all the time. Else one can easily be drawn into the doing a myriad effects which only work at diluting and sometimes defeating the very purpose of communication.
2. In understanding the subject of communication designing, it is important to master a few things. There is no need to rush to text books of sorts. The most important thing is to keep your creative eye open. This implies observation. Observing shapes, forms, structures, architecture, colours, paints, fabrics, metals, materials, textures, types, typestyles, calligraphy, collages, murals, paintings, films and most importantly human beings - their behavior patterns, their psyche and psychologies.
3. Some tools that are fundamental in communication designing are listed for your benefit.

Tools:

The Medium - very often the page, or poster or banner or hoarding (in still communication)

The Message - is the heart of the communication designing and dictates all other parameters. It is important the message is clear, concise and easily understood. While command over a language is essential for correct formation and grammar, the display of such a strength is avoidable in communication designing, as it is most likely to be at cross purpose with the basic objective. Simplicity is a virtue, and definitely so in communication designing.

Visuals - in any form, if rightly used, enhance the interest in communication by easing the stress of the reading task, they break the visual monotony of text and can lend a soothing touch.

Design elements - in the form of outlines, borders, patterns, background texture create an ambience that enhances or complements the communication.

Colour - enhances form. A love for color is a sign of intelligence. And the intelligent choice of colors can do wonders to a communication design. Color by itself is an interesting subject that can be studied, that can be researched and employed with fascinating results in a variety of fields. Color has different tones and hues which can be easily obtained on the computer color palette with a little maneuvering. It is important to understand what does a typical color convey for example pastels convey softness, femininity; bright colors convey youth, vigor; dull colors convey seriousness; translucency conveys fantasy. You must have heard of warm colors and cool colors; colors like orange, yellow, scarlet red are warm; colors like bottle green, prussian blue are cool colors. Similarly individually each color conveys at least one thing particularly strongly, for example red conveys danger, navy blue conveys intelligence, white conveys purity, pink conveys innocence, lemon yellow conveys freshness, and so on. Use of color is therefore not an arbitrary choice; rather it is a well thought decision.

Colour should bring something special to a design. Colour should not be used as a crutch to support a failing design.

PAGE LAYOUT

Page Layout Terms:

Some terms that are basic to this activity and which you shall come across frequently are enlisted.

Terms:

Page size - deals with the available area for carrying out the task of communication designing. Standard sizes are A4, A3, A2 etc.

Caption/Title/Headline - is the mast head of the communication design and announces the gist of the message.

Subhead/subtitle - refers to the titles given to individual paragraphs.

Copy/Body copy - is the main body of the message.

Baseline - is the closing slogan line in case of a marketing communication.

Logo - is often the visual symbol of an entity created for easy identification and the shortest route to communication. It has excellent strength in reminding.

Signage - is an accepted visual description of an object or situation e.g. hospital and no parking signs.

Icon - is a simplified representation of an object. e.g. a circle and a rectangle to denote a human head.

Box - is a small communication design within a communication design. Normally, a box carries slightly different background and font to distinguish it form the main body but retains the style elements, so as to look a part of the main body.

Advt. - is the space dedicated to small advertisements in recent communication designs especially modern media and of course the web.

Typography Terms:

Font - is the particular style of typeface e.g. Helvetica, optima etc.

Size - a standardisation introduced to generalize the font size is the point size. Any font size can be expressed in terms of points for universal ease of operations.

Serif - is the dash at the extremities of a letter e.g. f, h, i, k, l, p, q, r, v, w, x, y, z

Sans Serif - is the absence of such dashes e.g. f, h, i, k, l, p, q, r, v, w, x, y, z

Head room - is the area of page left on top of the first printed line or photographs

Bottom room - is the area of page left below the last printed line or photograph.

Left margin - is the area left unused for filing, or for aesthetic reasons on the left side of the communication area.

Right margin - is the area left unused for remarks, notes or observations or for aesthetic reasons on the right side of communication.

Crop marks - is the term used to indicate the cutting line if the communication matter is to be printed.

Pasting area - is the area which will be gummed if the communication is appearing on a tool like a folder.

Punch mark - is the line or area that shall be punched and separated if the communication page layout involves curvilinear shape or has the requirement of punch cutting.

Notes:

Using Microsoft Excel in the Classroom

Appendix E

Using Microsoft Excel in the Classroom

Using Microsoft* Excel in the Classroom

Microsoft* Excel is a powerful tool that can help students gather and analyze data, solve real-life problems, forecast change, evaluate survey results, view data in a variety of formats, track and graph trends, sort and classify objects, organize information, and much more. Younger students can use Excel templates that their teachers have created to collect, input, and analyze their data. The following instructions will help you get started with using Excel in your classroom.

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Introduction

Introduction

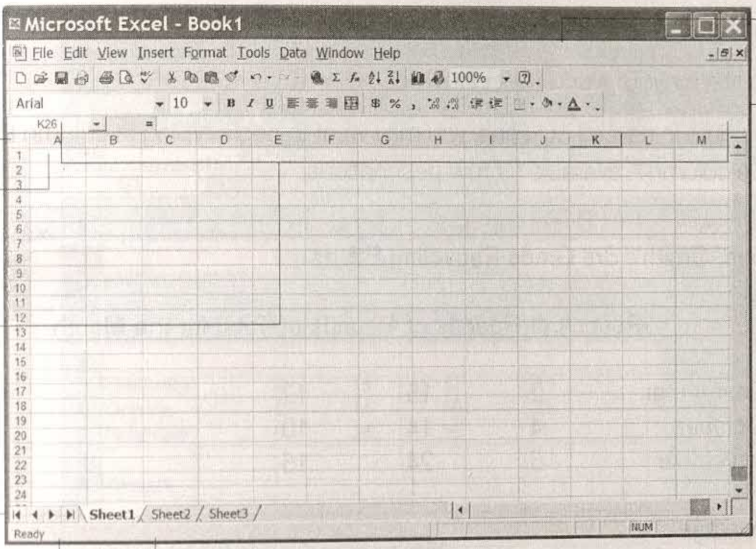
The basic Excel document is a worksheet. Several worksheets can be saved together as a workbook. When you start Excel, a blank worksheet opens. You can do the following:

- **Add data manually.** Type text and numbers in cells.
- **Create formulas.** Calculate results from the data by applying formulas to cells. Formulas can be up to 1,024 characters and can contain operators, cell references, values, text, and functions.
- **Navigate.** To change the active cell, use the arrow and Page Up/Page Down keys, or use the mouse to click a new cell or drag the scroll bars.
- **Select cells.** Click a cell and drag the mouse to select a range of cells. To select nonadjacent cells, hold down the *CTRL* key and then click the cells you want to select.
- **Add a new worksheet to form a workbook.** Click ***Insert*** and then click ***Worksheet***. Or, right-click the tab of the active worksheet to open the context menu, click ***Insert***, and then click ***Worksheet***.
- **Rename the worksheet.** Double-click the name tab; when the default name is highlighted, type the new name.
- **Format the worksheet.** Change or apply font styles, colors, patterns, borders, and cell alignment to make your worksheets more attractive and easier to read.
- **Embed charts and pictures.**

**From Microsoft's Analyzing Data with Excel 2000, Educator Tutorial Series. Additional tutorials for Microsoft* Office 2000 programs can be downloaded from http://www.microsoft.com/education/?ID=O2kTutorial

Starting Excel

Overview of the Excel Window


Microsoft Excel - Book1
File Edit View Insert Format Tools Data Window Help
Arial
10
100%
K26
A B C D E F G H I J K L M
Sheet1 / Sheet2 / Sheet3 /
Ready
NUM

If you need help, type your question here.

Formula bar

Click this square to select all cells.

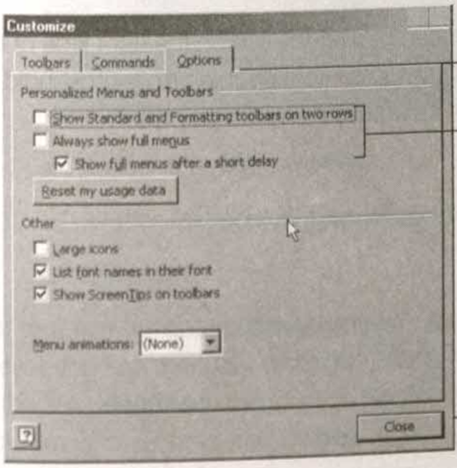
A cell is an intersection between a column and a row. This cell is called A1.

Column letters

Row numbers

Sheet navigation tabs

1. Click the ***Start*** button, point to ***Programs***, then click ***Microsoft Excel***.
2. On the ***View*** menu, point to ***Toolbars***, and then make sure that ***Standard, Formatting,*** and ***Drawing*** are selected. Click the name of the toolbar to place a checkmark if it is missing.
3. Change your toolbar viewing so that all menu commands appear and are not hidden: On the ***View*** menu, point to ***Toolbars***, and then click ***Customize***.
4. Click the ***Options*** tab. Clear the ***Standard and Formatting toolbars share one row*** and ***Menus show recently used commands first*** check boxes.



Personalized Menus and Toolbars

☐ Show Standard and Formatting toolbars on two rows

☐ Always show full menus

☑ Show full menus after a short delay

Other

☐ Large icons

☑ List font names in their font

☑ Show ScreenTips on toolbars

Menu animations: (None)

Click the *Options* tab

Clear the *Standard and Formatting Toolbars share one row* and *Menus show recently used commands first* check boxes

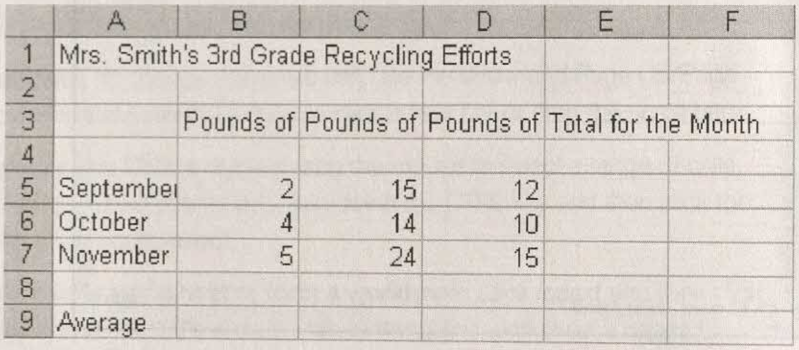
Click *Close*

5. Click ***Close***.

Setting Up Rows and Columns for Entering and Calculating Data

Information is entered into cells. Cells are addresses for information.

1. Click in any cell and begin typing text or numbers.
2. Type a title for your worksheet in row 1.
3. To type data in several columns, you may want to begin typing in column B to leave column A available for row descriptions.

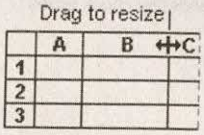


	A	B	C	D	E	F
1	Mrs. Smith's 3rd Grade Recycling Efforts					
2						
3		Pounds of	Pounds of	Pounds of	Total for the Month	
4						
5	Septembe	2	15	12		
6	October	4	14	10		
7	November	5	24	15		
8						
9	Average					

Some of the words in cells B3, C3, and D3 are hidden until the cells are formatted so that they are big enough to display all of the text.

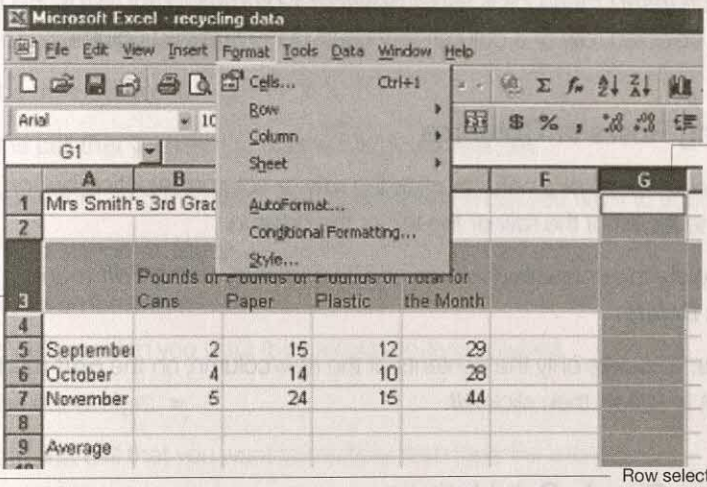
4. You can move from cell to cell by pressing the ***Tab*** key or ***Enter*** key, or by clicking with your mouse in the desired cell. Press the ***Tab*** key to move to a cell to the right. Press the ***Enter*** key to move to the row below. Type only one description or number in each cell.
5. If the text cannot fit in the cell, it will be hidden. (See row 3 in the example above.) There are two main ways to make text fit into a cell: widen the column or have the text wrap within the cell (so multiple lines of text will show in one cell).

   a. To widen a column, move your cursor over the line on the right side of the column heading. When the cursor turns into a double arrow, click, hold, and drag to the right or left until the column is the width you want.



b. To wrap the text:

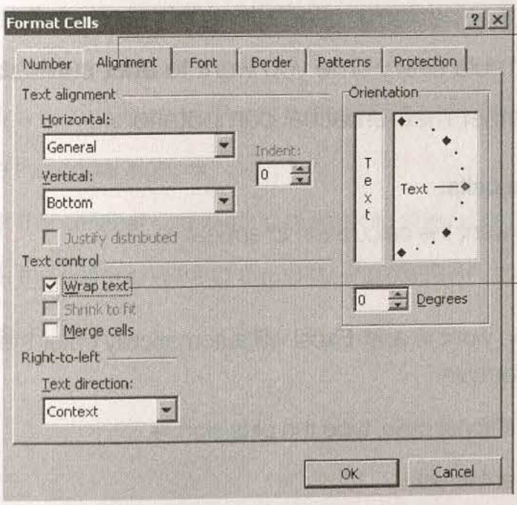
  i. Click the cell that you want to wrap, or click the column or row selection button to select the entire column or row .


Microsoft Excel - recycling data
File Edit View Insert Format Tools Data Window Help
Cells... Ctrl+1
Row
Column
Sheet
AutoFormat...
Conditional Formatting...
Style...
Arial
G1
A B F G
Mrs Smith's 3rd Grac
Pounds of Pounds of Pounds of Total for
Cans Paper Plastic the Month
September 2 15 12 29
October 4 14 10 28
November 5 24 15 44
Average

Column selection button for column G.

Row selection button for row 3.

  ii. On the ***Format*** menu, click ***Cells***.



Select the ***Alignment*** tab.

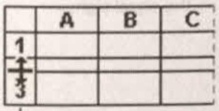
Select ***Wrap text*** under text control.

  iii. Select the ***Alignment*** tab.

  iv. Under Text control, click ***Wrap text***.

  v. Click ***OK***.

Note: Your row will automatically widen to accommodate the word-wrapped text. However, you can manually widen or reduce the width of a row: move your cursor over the line underneath the row you want to modify. When the cursor turns into a double arrow, click, hold, and drag up or down until the row is the width you want.



Drag to resize

Adding Rows or Columns

1. To add a row or a column, click the row or column selection button at the far left of the row or the top of the column.
2. On the ***Insert*** menu, click either ***Rows or Columns*** to add a row above your selected row or a column to the left of the selected column.

Deleting Rows or Columns

1. To delete a row or a column, click the row or column selection button on the far left of the row or the top of the column.
2. To delete the entire row/column and its contents, on the ***Edit*** menu, click ***Delete***.

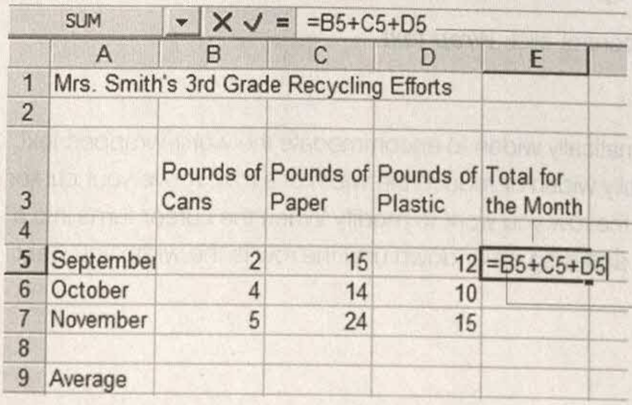
   Note: To delete only the contents of the row/column, on the ***Edit*** menu, point to ***Clear***, then click ***All***.

Creating Simple Calculations

Formulas are equations that perform calculations in a worksheet. In Excel, you create a formula every time you want to add, subtract, multiply, divide, or make any other mathematical computation.

To add numbers in various cells:

1. Click a cell in which you want the calculation to appear.
2. Type the equal sign: =
3. Click the first cell that you want to add. Excel will automatically enter the cell name (e.g., B5) into the formula.
4. To add the data from additional cells, type the plus sign: +
5. Click the next cell you want to add.
6. Continue alternating the plus sign and clicking a cell you want to add.



=B5+C5+D5

	A	B	C	D	E
1	Mrs. Smith's 3rd Grade Recycling Efforts				
2					
3		Pounds of Cans	Pounds of Paper	Pounds of Plastic	Total for the Month
4					
5	September	2	15	12	=B5+C5+D5
6	October	4	14	10	
7	November	5	24	15	
8					
9	Average				

Your cell contents will also appear in the Formula Bar.

Type your formula in the cell in which you want the results to appear.

Always start a formula with the equal sign: =

7. When finished, press ***Enter***.

To subtract numbers in various cells:

1. Click a cell in which you want the calculation to be placed.
2. Type the equal sign: =
3. Click the first cell from which you want to subtract. Excel will automatically enter the cell name (e.g., C5) into the formula.
4. Type the minus sign: –
5. Click the cell that you want to subtract from the first cell.
6. Continue alternating the minus sign and clicking a cell you want to subtract.
7. When finished, press ***Enter***.

To multiply two numbers:

1. Click a cell in which you want the calculation to be placed.
2. Type the equal sign: =
3. Click the first cell that you want to multiply, then type the asterisk: *
4. Click the cell you want to multiply by.
5. Press ***Enter***.

To divide two numbers:

1. Click a cell in which you want the calculation to be placed.
2. Type the equal sign: =
3. Click the cell that you want to divide into (the numerator), then type the slash: /
4. Click the cell you want to divide by (the denominator).
5. Press ***Enter***.

Using the Built-in Formulas in Excel

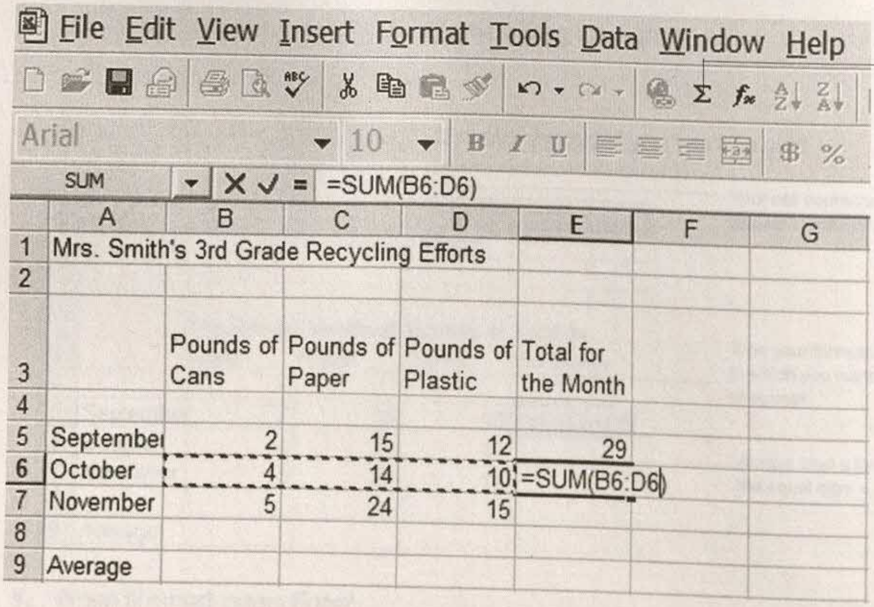
Excel contains pre-defined formulas that will automatically add numbers, find out an average, calculate a payment on a loan, etc. Formulas always include the function's name (such as SUM, AVERAGE, IF, etc.), the cells you want to calculate, and any other information (called *arguments*) that are needed to complete the formula.

Using AutoSum*

If you have a consecutive list of numbers that you want to add, use the *Sum* formula.

A Sum formula results in the same answer as if you typed =B6+C6+D6, but instead it lists the range of cells that you want to add. The formula **=sum(B6:D6)** adds the numbers in cells B6, D6, and all cells in between them. The AutoSum* tabulation tool is the tool to use to quickly add numbers in consecutive cells.

1. Click a cell in which you want the calculation to be placed.
2. On the Standard toolbar, click the ***AutoSum*** button. Σ
3. It will automatically create a formula that includes cells in the same column or row. If the automatic formula does not contain the correct set of numbers, click, hold, and drag across the cells that you want to add together.
4. When the range of cells you want to add together is surrounded by a box, press ***Enter***.



AutoSum button.

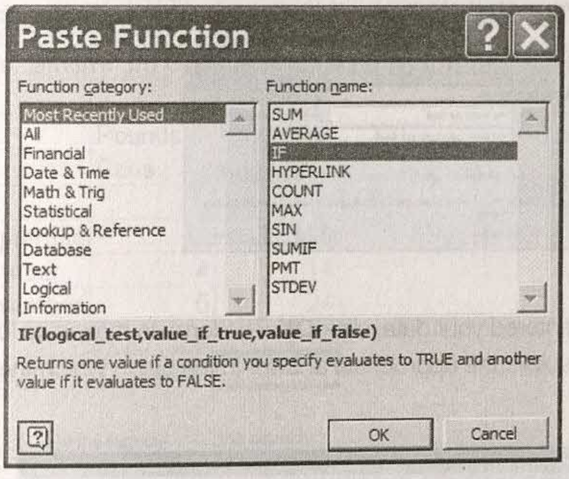
SUM =SUM(B6:D6)

	A	B	C	D	E	F	G
1	Mrs. Smith's 3rd Grade Recycling Efforts						
2							
3		Pounds of Cans	Pounds of Paper	Pounds of Plastic	Total for the Month		
4							
5	September	2	15	12	29		
6	October	4	14	10	=SUM(B6:D6)		
7	November	5	24	15			
8							
9	Average						

Creating a More Complex or Unusual Formula

Sometimes you may need a more complex or unusual formula than just adding. When you create a formula that contains a function (a predefined formula), the *Paste Function* dialog box helps you enter your formula data.

1. To start the formula with a function, click the ***Paste Function*** fx button on the Standard Toolbar.
2. The ***Paste Function*** dialog box will open. Select an item in the ***Function category*** list, and browse through the corresponding ***Function name*** **list**. Once you select a function name , click ***OK.***

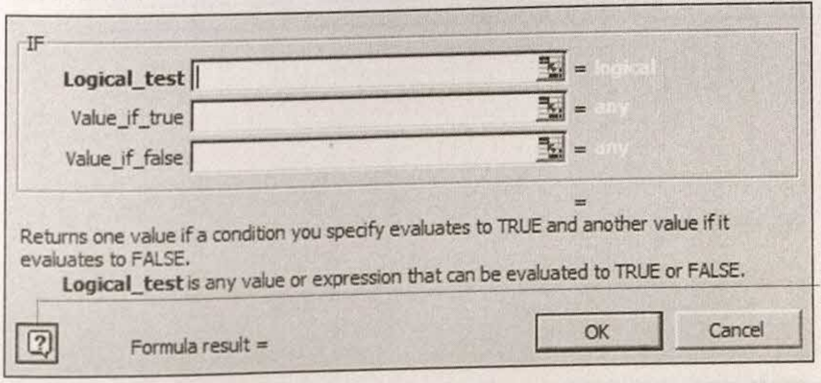


IF(logical_test,value_if_true,value_if_false)

Returns one value if a condition you specify evaluates to TRUE and another value if it evaluates to FALSE.

Note: When you click a function name, a brief explanation of the selected function appears.

3. When you select a function, the ***Formula Palette*** dialog box will open. The Formula Palette displays the name of the selected function and each of its arguments, describes the function and each argument, and gives the current result of both the function and the entire formula. For more information about the selected function, click in the lower-left corner of this dialog box. When the Office Assistant appears, click Help with this wizard, and then click Help on selected function.

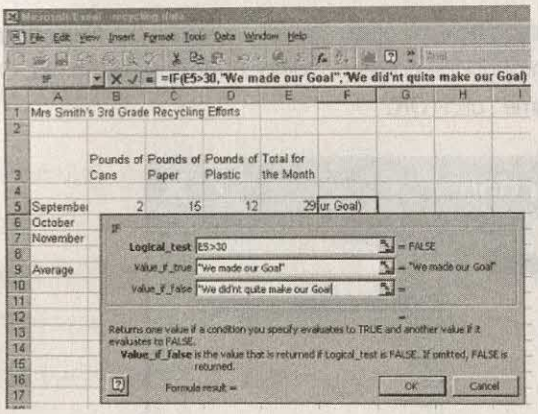


Returns one value if a condition you specify evaluates to TRUE and another value if it evaluates to FALSE.

Logical_test is any value or expression that can be evaluated to TRUE or FALSE.

Click here for help on this function.

You can directly click or select a series of cells to enter into the argument fields while the ***Formula Palette*** dialog box is open. Whatever you click or select will automatically be entered into the formula data. If the **Formula Palette** dialog box is in the way, click, hold, and drag the box to a new location. As an example, data for the function, IF, is shown below. The results of the IF function is a formula that makes a logic or condition test. In the example below, the test compares a number we designated to the number in a specific cell. The number in cell E5 must be larger than 30 to display the comments, "We made our goal!"



=IF(E5>30,"We made our Goal","We did'nt quite make our Goal)

	A	B	C	D	E	F
1	Mrs Smith's 3rd Grade Recycling Efforts					
2						
3		Pounds of Cans	Pounds of Paper	Pounds of Plastic	Total for the Month	
4						
5	September	2	15	12	29	ur Goal)
6	October					
7	November					
8						
9	Average					

IF

Logical_test E5>30 = FALSE

Value_if_true "We made our Goal" = "We made our Goal"

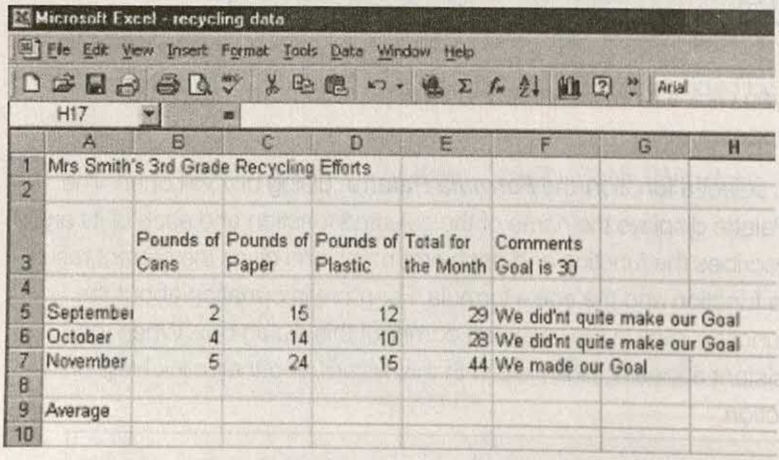
Value_if_false "We did'nt quite make our Goal =

Returns one value if a condition you specify evaluates to TRUE and another value if it evaluates to FALSE.

Value_if_false is the value that is returned if Logical_test is FALSE. If omitted, FALSE is returned.

Formula result =

4. Once you have entered your data, click ***OK***. The formula makes its logic test and then displays the appropriate answer in the cell in which the formula is located.

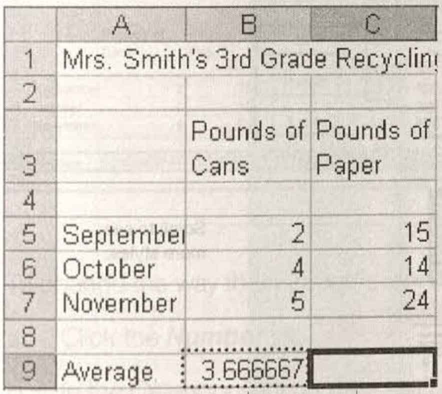

Microsoft Excel - recycling data
File Edit View Insert Format Tools Data Window Help
Arial
H17

	A	B	C	D	E	F
1	Mrs Smith's 3rd Grade Recycling Efforts					
2						
3		Pounds of Cans	Pounds of Paper	Pounds of Plastic	Total for the Month	Comments Goal is 30
4						
5	September	2	15	12	29	We did'nt quite make our Goal
6	October	4	14	10	28	We did'nt quite make our Goal
7	November	5	24	15	44	We made our Goal
8						
9	Average					
10						

Copying Data or Formulas

You can quickly copy and paste text, numbers, or formulas. When you copy a formula, Excel automatically adjusts the cell references so that they correspond to the new formula location. For example, if you are adding the numbers in column A and you copy the formula to column B, Excel automatically adjusts the formula so that it is adding up the numbers in column B, not column A.

1. Click the cell or select the cells that you want to copy.
2. On the ***Edit*** menu, click ***Copy*** (or press ***Ctrl-C***). Moving dotted lines will appear around the cell(s) that you are copying.



	A	B	C
1	Mrs. Smith's 3rd Grade Recyclin		
2			
3		Pounds of Cans	Pounds of Paper
4			
5	Septembei	2	15
6	October	4	14
7	November	5	24
8			
9	Average	3.666667	

Copy the formula in one cell...

...and paste it in another.

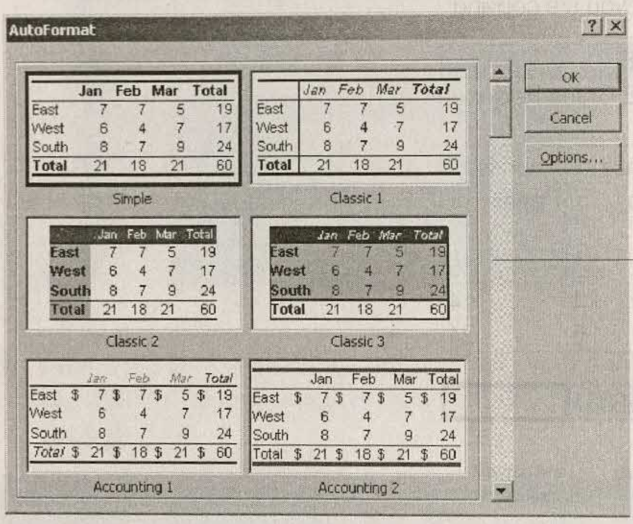
3. Click in the cell to which you want the data or formula to be copied.
4. On the ***Edit*** menu, click ***Paste*** (or press ***Ctrl-V***).

Hint: To copy the formula to multiple cells, in step 3, click, hold, and drag to select all of the cells in which you want the formula to appear.

Formatting a Worksheet

You can quickly format a worksheet so that rows, columns, colors, and borders are formatted automatically. If you want to use AutoFormat, choose your format first before you make any changes to cell format since the AutoFormat will override any changes that you made previously (e.g., bold, alignment, etc.).

1. Click, hold, and drag to select all the cells with data that you want to format.
2. On the ***Format*** menu, click ***AutoFormat***.
3. In the *AutoFormat* dialog box, scroll down to see more styles.



	Jan	Feb	Mar	Total
East	7	7	5	19
West	6	4	7	17
South	8	7	9	24
Total	21	18	21	60

Simple

	Jan	Feb	Mar	Total
East	7	7	5	19
West	6	4	7	17
South	8	7	9	24
Total	21	18	21	60

Classic 1

	Jan	Feb	Mar	Total
East	7	7	5	19
West	6	4	7	17
South	8	7	9	24
Total	21	18	21	60

Classic 2

	Jan	Feb	Mar	Total
East	7	7	5	19
West	6	4	7	17
South	8	7	9	24
Total	21	18	21	60

Classic 3

	Jan	Feb	Mar	Total
East	$ 7	$ 7	$ 5	$ 19
West	6	4	7	17
South	8	7	9	24
Total	$ 21	$ 18	$ 21	$ 60

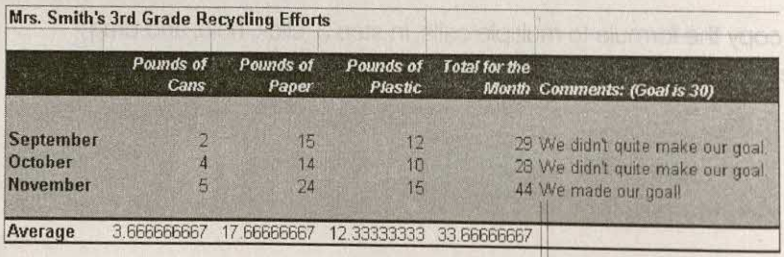
Accounting 1

	Jan	Feb	Mar	Total
East	$ 7	$ 7	$ 5	$ 19
West	6	4	7	17
South	8	7	9	24
Total	$ 21	$ 18	$ 21	$ 60

Accounting 2

Scroll to see more styles.

4. Click a format style.
5. Click ***OK***.



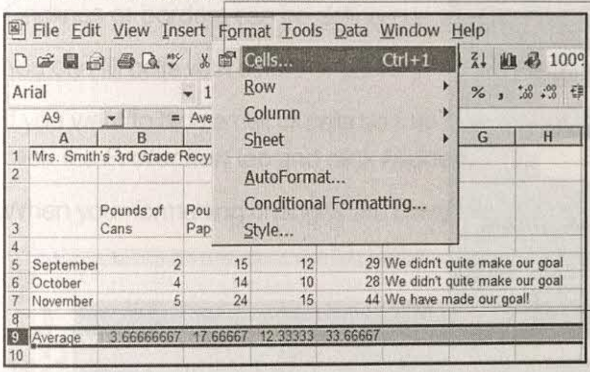
Mrs. Smith's 3rd Grade Recycling Efforts					
	Pounds of Cans	Pounds of Paper	Pounds of Plastic	Total for the Month	Comments: (Goal is 30)
September	2	15	12	29	We didn't quite make our goal.
October	4	14	10	28	We didn't quite make our goal.
November	5	24	15	44	We made our goal!
Average	3.666666667	17.66666667	12.33333333	33.66666667	

Example of a worksheet with *AutoFormat* applied.

Formatting Cells

You can change the way the cells look or change how the content is represented by formatting the cells.

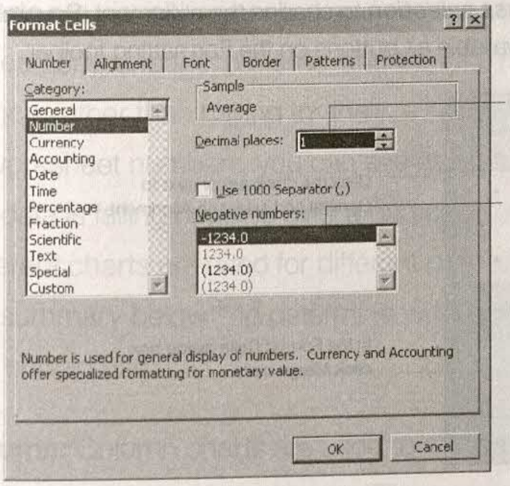
1. Click on the cell that you want to format, or click the column or row selection button to select the entire column or row, or click, hold, and drag to select a series of cells.
2. On the ***Format*** menu, click ***Cells***.


File Edit View Insert Format Tools Data Window Help
Cells... Ctrl+1
Row
Column
Sheet
AutoFormat...
Conditional Formatting...
Style...
Arial
A9
Average
Mrs. Smith's 3rd Grade Recy
Pounds of Cans
September 2 15 12 29 We didn't quite make our goal
October 4 14 10 28 We didn't quite make our goal
November 5 24 15 44 We have made our goal!
Average 3.66666667 17.66667 12.33333 33.66667

Click on *Cells* to change the format of your table.

Row selection button for row 9.

3. To change the way the number is represented,
   a. Click the ***Number*** tab.
   b. In the *Category* section, click the type of number you want displayed.



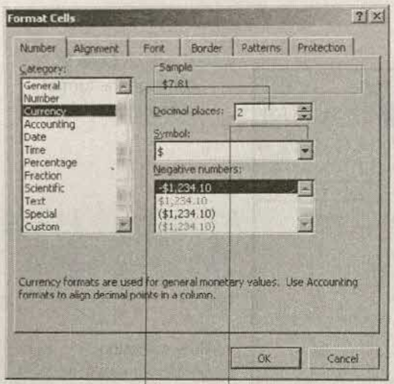
Number is used for general display of numbers. Currency and Accounting offer specialized formatting for monetary value.

Modify the number of decimal places that will display.

Select the way you want negative numbers to display.

c. If you choose the ***Number*** category, you can change the number of decimal places that are shown. If you have negative numbers, you can change how they will appear: with a negative sign, in red, in parenthesis, etc.

d. If you choose the ***Currency*** category, you can select whether you want the cents to appear by changing the Decimal places either to 0 or 2. If the currency is not American dollars, you can change the currency symbol.



Decimal places: 2

Symbol: $

Negative numbers: -$1,234.10

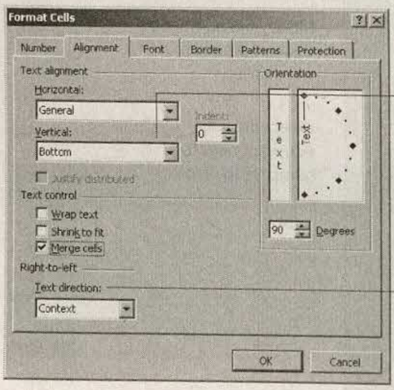
Currency formats are used for general monetary values. Use Accounting formats to align decimal points in a column.

Modify the number of decimal places that will display.

Select the currency symbol.

4. To change the alignment of the text or numbers, click the ***Alignment*** tab.

a. To change the alignment, under *Text alignment*, *Horizontal*, click the ***down-arrow*** next to *General* and click one of the following: ***Left, Center, Right, Fill, Justify, Center across selection*** to change the alignment. Several of these choices are also available as buttons on the Formatting toolbar.



Horizontal: General

Indent: 0

Vertical: Bottom

☐ Justify distributed

☐ Wrap text

☐ Shrink to fit

☑ Merge cells

Text direction: Context

90 Degrees

Click the down arrow next to General and select an Alignment.

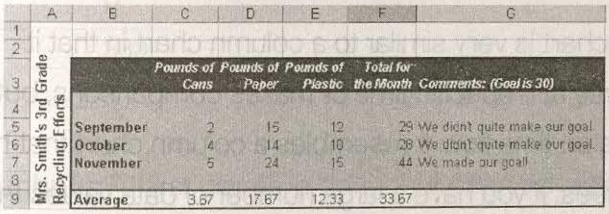
In the Format Cells dialog box click *Merge cells*.

Note: The default alignment is for numbers to be aligned at the right of the cell and text to be aligned at the left.

b. You can change the orientation of the text to appear vertical instead of horizontal by moving the red dot in the *Orientation* section so that it is at 90 degrees, or any degree in between.

   c. If you want the text from one cell to go across several cells that are empty, you can merge them:
      i. First, cancel out of the *Format Cells* dialog box.
      ii. Then select the cells you want to merge on your worksheet.
      iii. Return to the *Format Cells* dialog box and click ***Merge cells***.

5. You can change the font of the selected cells on the ***Font*** tab (or by using the buttons on the Formatting toolbar).
6. Gridlines or borders can be defined on the ***Border*** tab.
7. You can fill cells with colors or patterns on the ***Pattern*** tab.
8. If you want to hide a cell or cells so that they will not appear or print, click the ***Protection*** tab and click ***Hidden***.
9. When your formatting changes are complete, click ***OK***.



	A	B	C	D	E	F	G
1							
2							
3	Mrs. Smith's 3rd Grade Recycling Efforts		*Pounds of Cans*	*Pounds of Paper*	*Pounds of Plastic*	*Total for the Month*	*Comments: (Goal is 30)*
4							
5		**September**	2	15	12	29	We didnt quite make our goal.
6		**October**	4	14	10	28	We didnt quite make our goal.
7		**November**	5	24	15	44	We made our goal!
8							
9		**Average**	3.67	17.67	12.33	33.67	

Example of a formatted worksheet that includes AutoFormat, vertical alignment of text, right- and left-aligned text, bold and italicized text, formatted numbers, and function formulas (SUM, AVERAGE, and IF). **Note:** A column was added to move the title to its vertical position.

Using Appropriate Charts and Graphs

Charts are visually appealing and make it easy for users to see comparisons, patterns, and trends in data. For instance, rather than having to analyze several columns of worksheet numbers, you can see at a glance whether the data is falling or rising over a particular period. Different charts are used for different purposes. Consult the summary below** to determine what type of chart you should use:

Some of the chart types available in Excel.

Column: Column charts are used to show how values change over time to compare data or show trends. They are typically used for a limited time series (e.g., just a few years, quarters, months, etc). Arrange your data in columns:

Description A	Description B	Description C
111	444	777
222	555	888
333	666	999

Or in rows:

	ABC	DEF	GHI
Description A	111	222	333
Description B	444	555	666
Description C	777	888	999

**Some of these definitions are from *Excel 2000 in a Nutshell* by Jinjer Simon, O'Reilly Publishing. http://www.oreilly.com/catalog/excel2000ian/ chapter/ch10.html Used with permission.

You can also include a description for both rows and columns:

	ABC	DEF	GHI
Description A	111	222	333
Description B	444	555	666
Description C	777	888	999

Bar: A horizontal bar chart is very similar to a column chart in that it shows individual figures at a specific time or makes comparisons, but it places less emphasis on time flow. It resembles a column chart that has been rotated 90 degrees. If you have a large number of data values that you need to show, a bar chart is typically a better choice than a column chart if you plan to print the chart. A column or line chart would be more beneficial if you want to evaluate change over time. Arrange your data in columns or in rows. (See above.)

Line: Line charts are best for showing changes in a group of values over longer periods of time, especially if you are trying to emphasize time flow and rates of change, rather than amount of change. They are also recommended if you are displaying several groups of data simultaneously. Arrange your data in columns or in rows. (See above.)

Pie: Pie charts are often the best way to portray the contribution of parts to a whole or showing proportions and ratios. They are used to show a "snap-shot" at a specific time. A pie chart works best if you do not have more than six or seven different values. Pie charts have only one series of data, so you should use only one column of data:

Description A	123
Description B	456
Description C	789

Or, use one row of data, and, if desired, one row of labels above them:

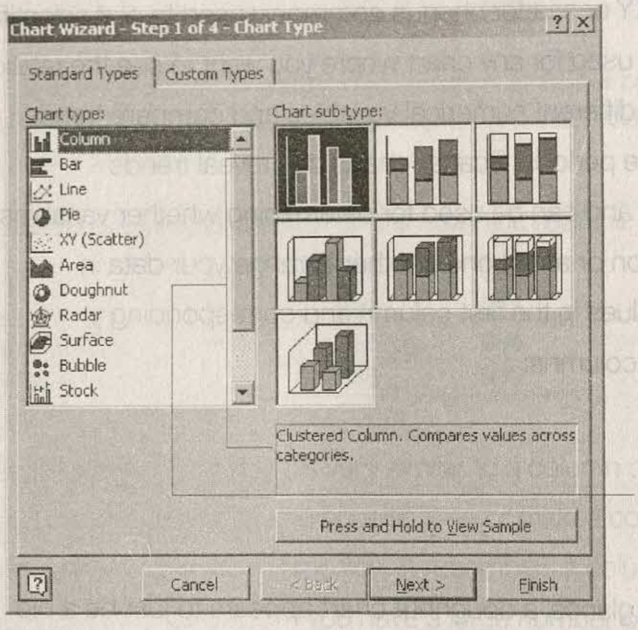
Description A	Description B	Description C
123	456	789

XY Scatter: The XY or scatter chart is commonly used to plot scientific data, but it can be used for any chart where you want to see the relationship between two different numerical variables and compare trends across uneven time periods. Scatter charts can reveal trends or patterns in data and can be used for determining whether variables are dependent upon or affect one another. Arrange your data in columns, with x values in the first column and corresponding y values in adjacent columns:

X	Y
111	333
222	444

Doughnut: At first glance, a doughnut chart appears to just be a pie chart with a hole in the middle. This is basically true if you are plotting one data series. Unlike the pie chart, however, a doughnut chart can be used to show more than one data series. When you create a doughnut chart with multiple data series, the first data series is placed in the center of the doughnut. Each successive series forms a ring on the doughnut.

Excel also gives you a little help in determining what type of chart to use by the description provided when you click on a chart sub-type example.



Clustered Column. Compares values across categories.

Chart description.

Charts and Graphs on the Web

For ideas on how to best represent your data in charts, visit:

Chart Design: A Few Tips and Hints
http://www.orau.gov/pbm/handbook/2p21.html

For examples of different types of charts, visit:

Excel 2000 in a Nutshell: Chapter 10 Charts
http://www.oreilly.com/catalog/excel2000ian/chapter/ch10.html

Sample Charts
http://www.orau.gov/pbm/handbook/2p22.html

Global Geographic Information Systems: Chart Types by the U.S. Geological Survey

http://webgis.wr.usgs.gov/globalgis/chart_types.htm

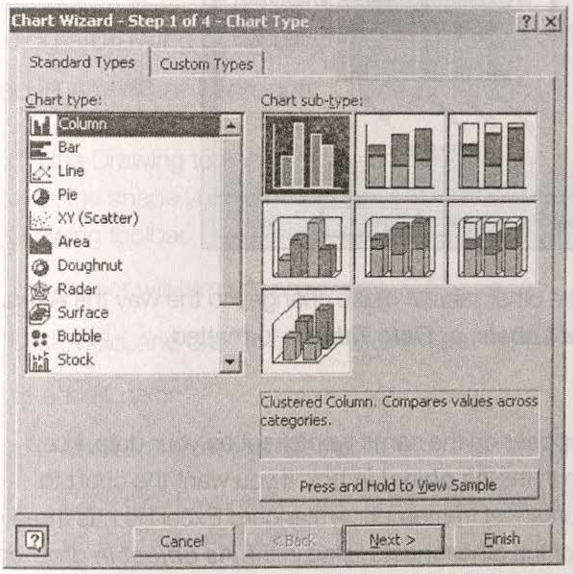
No more bland charts: Use pictures to represent data

http://www.elementkjournals.com/ime/0108/ime0181.htm

Adding Charts and Graphs

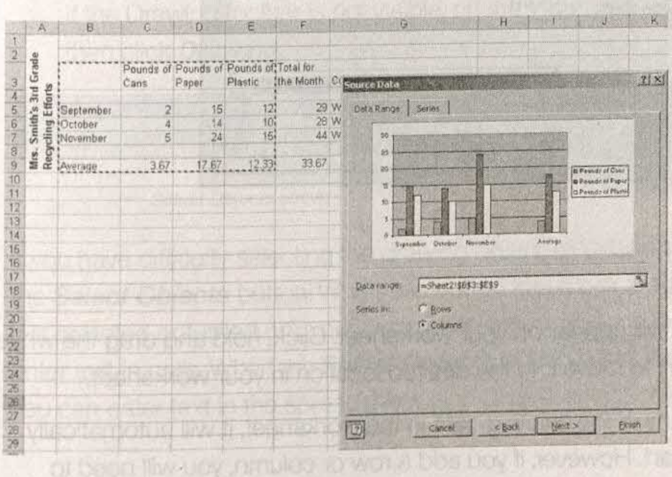
Excel has a very easy Chart Wizard to help you create a chart or graph of your data by leading you through four steps.

1. On the ***Insert*** menu, click ***Charts***.
2. In the *Chart Wizard* dialog box, click a ***Chart type*** on the left, then click a ***Chart sub-type*** to choose the style.



Clustered Column. Compares values across categories.

3. Click ***Next***.
4. On your worksheet, click, hold, and drag your cursor to select the cells that you want to appear in your chart. If the Chart Wizard dialog box is in the way click, hold, and drag it to another location.



Mrs. Smith's 3rd Grade Recycling Efforts

	Pounds of Cans	Pounds of Paper	Pounds of Plastic	Total for the Month
September	2	15	12	29
October	4	14	10	28
November	5	24	16	44
Average	3.67	17.67	12.33	33.67

Data range: =Sheet2!$B$3:$E$9

Series in: ○ Rows ● Columns

5. When your cells are selected, click ***Next***.
6. If desired, enter a title for your chart and titles for the X-axis (horizontal) and the Y-axis (vertical).

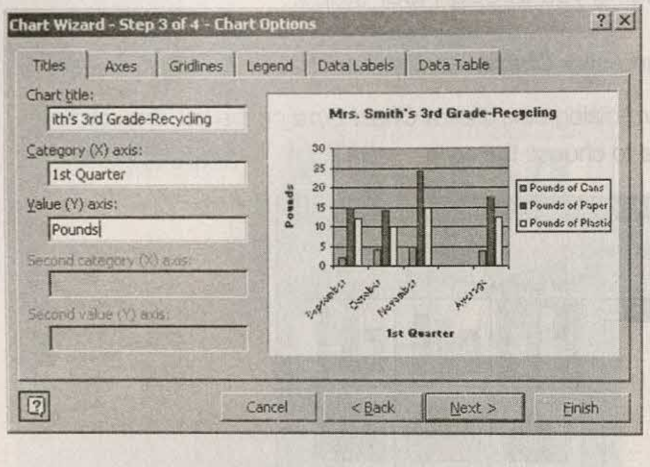


Chart Wizard - Step 3 of 4 - Chart Options

Chart title: ith's 3rd Grade-Recycling

Category (X) axis: 1st Quarter

Value (Y) axis: Pounds

7. You can click on any of the other tabs to make changes to the way the ***Axes, Gridlines, Legend, Data Labels,*** or ***Data Table*** is formatted.
8. Click ***Next***.
9. If you want the chart to appear on the same worksheet as your data, keep the default setting shown in the ***As object in*** box. If you want the chart to appear on a separate worksheet (remember, a standard Excel file has three worksheets), select one of the other sheets listed in the ***As object in*** drop-down list, or select ***As new sheet*** and keep the default or type a name for the new worksheet.

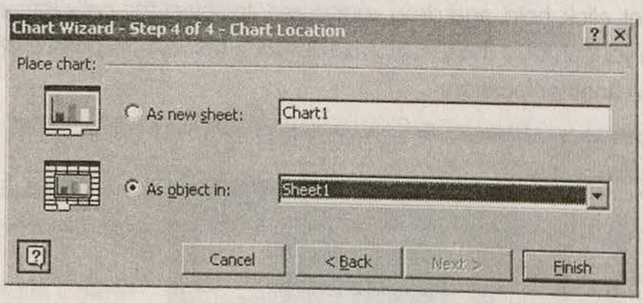


Chart Wizard - Step 4 of 4 - Chart Location

Place chart:

○ As new sheet: Chart1

● As object in: Sheet1

10. Click ***Finish***.
11. Your new chart will appear on your worksheet. Click, hold and drag the white area of the chart to move it to the desired location in your worksheet.
12. If you change any of the existing data in the worksheet, it will automatically update your chart. However, if you add a row or column, you will need to repeat the steps above.

13. You can copy and paste the chart into any other application:
    a. Click once on the chart to select it.
    b. On the ***Edit*** menu, click ***Copy*** (or press ***Ctrl-C***).
    c. Open the file where you want to paste the chart.
    d. On the ***Edit*** menu, click ***Paste*** (or press ***Ctrl-V***).

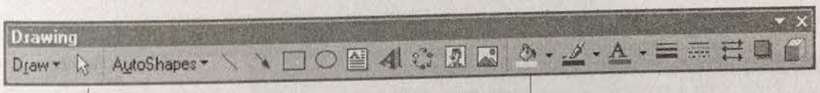
Adding Drawing Objects to Your Worksheet

Adding a drawing object in Excel is very similar to the procedure used in any other Microsoft* Office program.

1. On the Drawing toolbar click ***AutoShapes***, point to a category, and then click the shape you want. Or, choose the rectangle or oval shape on the Drawing toolbar.
2. The cursor will turn into crosshairs. +
3. Click, hold, and drag to create your shape.
4. To add fill color:
    a. Click on the object to select it.
    b. Click the down-arrow next to the ***Fill Color*** button (paint bucket) on the Drawing toolbar.
    c. Choose a color or fill option.

    Note: To color additional objects with that color, simply select that object, then click the ***Fill Color*** button.

    Note: The Drawing toolbar is usually located at the bottom of your screen. If the Drawing toolbar is not visible, on the ***View*** menu, point to ***Toolbars***, then click ***Drawing***.



Select Objects arrow.

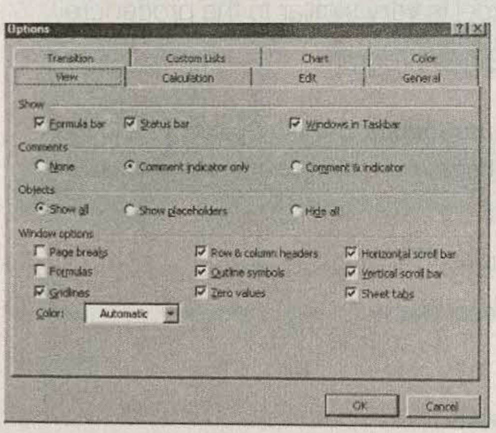
Fill Color button.

5. If you have difficulty selecting the drawing object, or entering text in cells, click the ***Select Objects*** button. When this button has a box around it (indicating that it is selected or turned on), your cursor can select and group objects, but not enter text in cells. When the ***Select Objects*** button is not selected (has no box), you can enter text in the spreadsheet (and usually select objects as well).

Hiding Cell Gridlines

Sometimes the gridlines get in the way of what you intend to present in your worksheet. The default gridlines that you see on the screen will not print (unless you change the default settings), but they are viewable on the screen. To view a worksheet without gridlines:

1. On the *Tools* menu, click ***Options***.
2. Click the ***View*** tab.

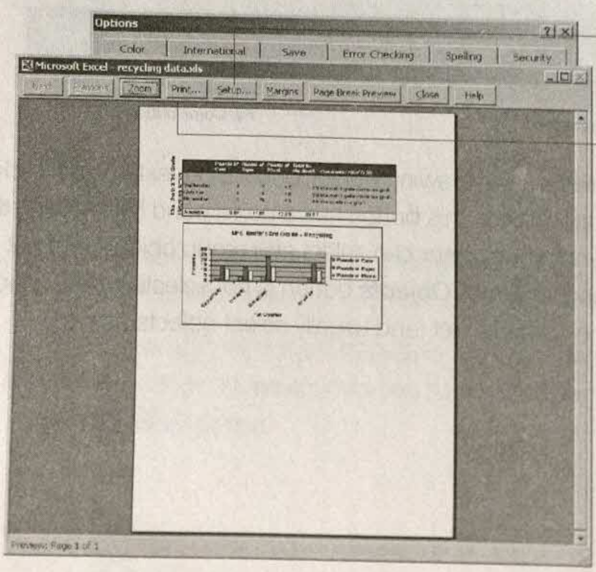


Show
☑ Formula bar ☑ Status bar ☑ Windows in Taskbar
Comments
○ None ● Comment indicator only ○ Comment & indicator
Objects
● Show all ○ Show placeholders ○ Hide all
Window options
☐ Page breaks ☑ Row & column headers ☑ Horizontal scroll bar
☐ Formulas ☑ Outline symbols ☑ Vertical scroll bar
☑ Gridlines ☑ Zero values ☑ Sheet tabs
Color: Automatic

3. Under *Window options*, click ***Gridlines*** to clear the selection.
4. Click ***OK***.

Printing a Worksheet

1. On the ***File*** menu, click ***Print Preview***. This view shows you how the document will print with the current settings. If the preview is what you want, click the ***Print*** button in the preview window and continue with step 3. If it is not what you want, click ***Setup*** and continue with step 2.



If the preview is not ok, click *Setup*.

If the preview is ok, click *Print*.

2. If you clicked ***Setup***, the *Page Setup* dialog box appears.

a. If your data is going off the page, you have several options:

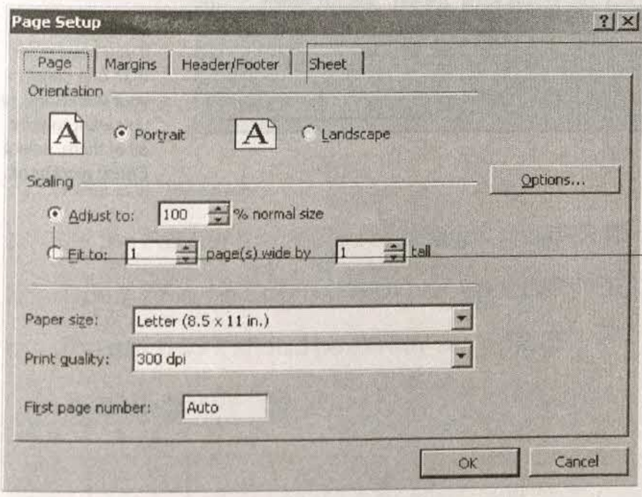
i. In the *Page Setup* dialog box, change your paper layout so that the worksheet prints horizontally (called *Landscape*), not vertically (called *Portrait*).

ii. To have Excel reduce your text and images automatically so that they fit on a page, in the *Page Setup* dialog box, select the ***Fit to*** option. If it is acceptable to print on a second page for the length, but you want the width of your information to appear on one page, you can select a higher page number than 1 for how many pages "tall" you want your worksheet to print, while keeping the width at 1 page wide.

iii. The other option is to move things around on your page so that they all fit into the print range. Click ***Cancel*** in the *Page Setup* dialog box and ***Close*** *Print Preview*. The print range will now be marked on your worksheet as a dashed line. Move your content or adjust the width of your columns or rows so that the content falls within the dashed lines, and repeat step 1.

b. When you have completed your changes, click ***OK***.

c. Return to step 1 to preview your worksheet. If the preview is acceptable, continue to step 3.



● Portrait ○ Landscape

● Adjust to: 100 % normal size

○ Fit to: 1 page(s) wide by 1 tall

Paper size: Letter (8.5 x 11 in.)

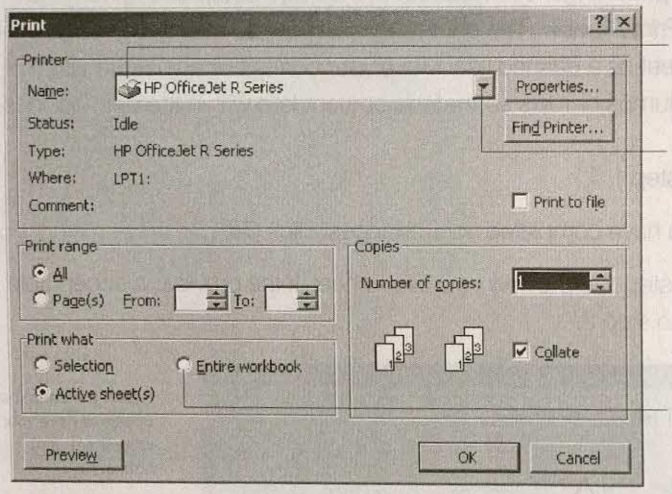
Print quality: 300 dpi

First page number: Auto

Select the ***Landscape*** option to have your worksheet print horizontally.

And/or select ***Fit to 1 page(s) wide by 1 tall.***

3. In the *Print Preview* window, click ***Print***. Or, if you are in the Normal view of your worksheet and not in *Print Preview*, on the ***File*** menu, click ***Print***.
   a. The *Print* dialog box will appear.
   b. Check to be sure that the default printer is correct. If it is not, click the down-arrow next to the printer name and select the correct printer.
   c. The default is to print only the worksheet you are currently viewing. If you have several sheets, and you want to print all of them, click ***Entire workbook***.
   d. To change the settings for your printer, such as print quality, color, paper type, etc., click ***Properties…***, make your changes, then click ***OK*** to return to the Print dialog box.
   e. When ready, click ***OK*** to print your worksheet.



Name: HP OfficeJet R Series
Status: Idle
Type: HP OfficeJet R Series
Where: LPT1:
Comment:
☐ Print to file
● All
○ Page(s) From: To:
○ Selection
○ Entire workbook
● Active sheet(s)
Number of copies: 1
☑ Collate

The default printer. (The name that appears will vary.)

Click to change the printer.

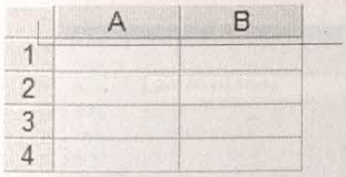
If you have more than one sheet in your workbook, and you want to print all of them, select *Entire workbook*.

Sample Educational Applications for Excel

Creating a Graphing Grid

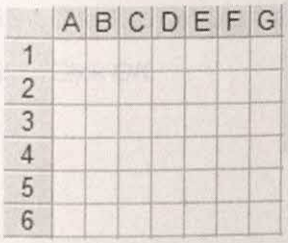
Formatting an Excel worksheet so that it provides square graphing grids can be useful for various mathematical studies. Students can solve area and perimeter problems with graph paper when each side of a cell represents one unit. The relationship between area and perimeter of various shapes placed on the grid can be explored. Students can design a park or a home using a particular scale on graphing grids. Students could show lines of symmetry of various shapes placed on the grid. Teachers can create Algebra tiles or base 10 tiles to demonstrate algebraic expressions or multiplication facts. The following directions explain how to create equal-sided cells. Various shapes can then be placed on the worksheet to serve as manipulatives or design elements.

1. Select all the cells in the worksheet by clicking the ***Select All*** square at the intersection of the column headings and row headings.



Click this square to select all cells in the worksheet.

2. To create a small grid:
   a. On the ***Format*** menu, point to ***Column*** and click ***Width***.
   b. Type ***1.71*** in the *Column Width* box. Click ***OK***.
   c. The row height should be already set to ***12.75***.



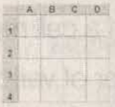
3. To create a medium-sized grid:

   a. On the ***Format*** menu, point to ***Column*** and click ***Width***.

   b. Type ***4.43*** in the Column Width box. Click ***OK***.

   c. On the ***Format*** menu, point to ***Row*** and click ***Height***.

   d. Type ***25.5*** in the *Row Height* box. Click ***OK***.



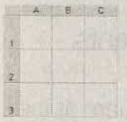
4. To create a large grid:

   a. On the ***Format*** menu, point to ***Column*** and click ***Width***.

   b. Type ***6.57*** in the Column Width box. Click ***OK***.

   c. On the ***Format*** menu, point to ***Row*** and click ***Height***.

   d. Type ***38.25*** in the Row Height box. Click ***OK***.

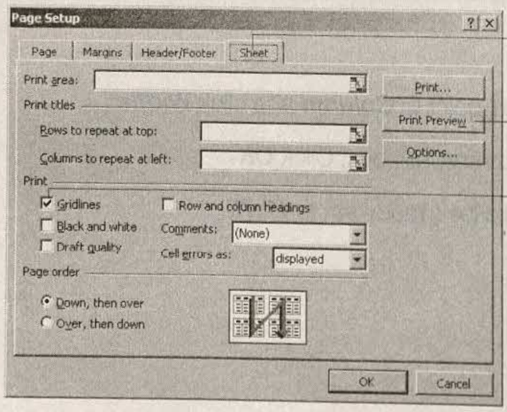


5. Printing grid paper:

   a. On the ***File*** menu, click ***Page Setup***.

   b. Click the ***Sheet*** tab.

   c. Under the *Print* section, select ***Gridlines***.



Print area:

Print titles

Rows to repeat at top:

Columns to repeat at left:

Print

☑ Gridlines

☐ Row and column headings

☐ Black and white

Comments: (None)

☐ Draft quality

Cell errors as: displayed

Page order

● Down, then over

○ Over, then down

Click the *Sheet* Tab.

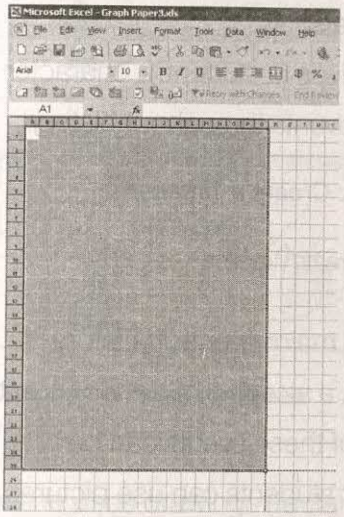
Click *Print Preview*.

Select *Guidelines* .

   d. Click ***Print Preview***.

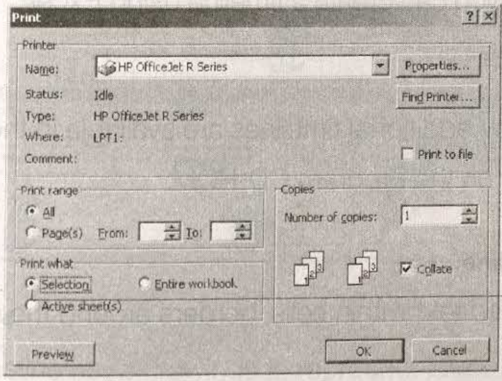
e. If you have no text on the worksheet, you will get a warning message that says, *Microsoft Excel did not find anything to print*. Click ***OK***.

f. You will now have a print boundary indicated by dash marks on the worksheet. Click, hold and drag to select an entire section of one print area.


Microsoft Excel - Graph Paper3.xls
File Edit View Insert Format Tools Data Window Help
Arial
10
A1

g. On the ***File*** menu, click ***Print***.

h. Click the option button next to ***Selection***.



Name: HP OfficeJet R Series
Status: Idle
Type: HP OfficeJet R Series
Where: LPT1:
Comment:
☐ Print to file
● All
○ Page(s) From: To:
● Selection
○ Entire workbook
○ Active sheet(s)
Number of copies: 1
☑ Collate

You can click the option button ***Selection*** if you desire to print only a section of your sheet.

i. Check to be sure the default printer is correct.

j. Click ***OK***.

Creating a Timeline**

A timeline can represent information from many different curriculum areas such as science, social studies, math, and language arts. Timelines often look at changes over time in areas such as transportation, technology, space travel, and so on. Timelines also work well when representing people's lives (a student, a character from a story, or a famous person) and events throughout history.

From Microsoft's *Office Tips for Teachers: Create a Timeline in Microsoft Excel*
http://www.microsoft.com/education/?ID=CreateTimeline

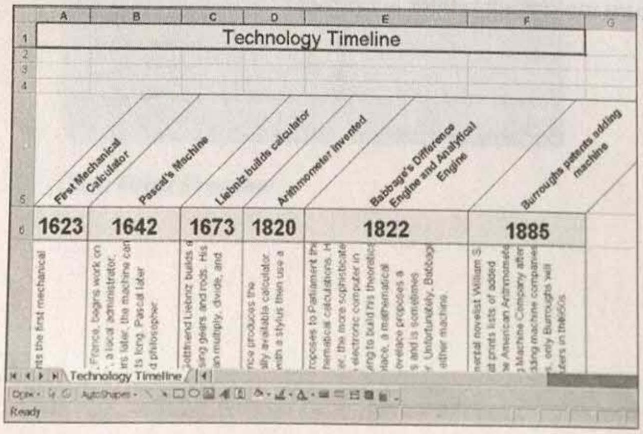
The development of an idea or project, major events in history, the depiction of plant or animal growth, a story's plot development, comparing one's life to current events – all of these events can be well represented by a timeline. Younger students can use pictures to represent events on a timeline. The following instructions, based on Microsoft's *Office Tips for Teachers: Create a Timeline in Microsoft Excel*, provide directions on how you can create a timeline using Excel.

Viewing Sample Timelines

Besides the samples below, additional timelines are available in the *Module 12, Activity 1* folder on the Program CD-ROM.

Sample 1: Technology Timeline

This timeline features rotated text within cells, borders around the cells, and cell fill colors.



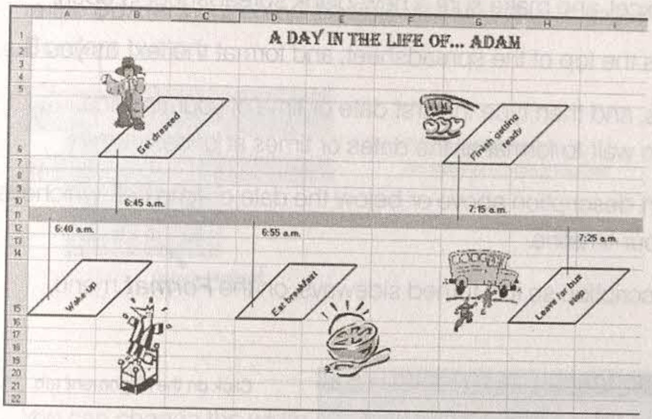
Technology Timeline

First Mechanical Calculator	Pascal's Machine	Liebnitz builds calculator	Arithmometer invented	Babbage's Difference Engine and Analytical Engine	Burroughs patents adding machine
1623	1642	1673	1820	1822	1885

**From Microsoft's Office Tips for Teachers: Create a Timeline in Microsoft* Excel
http://www.microsoft.com/education/?ID=CreateTimeline

Sample 2: A Day in the Life of...

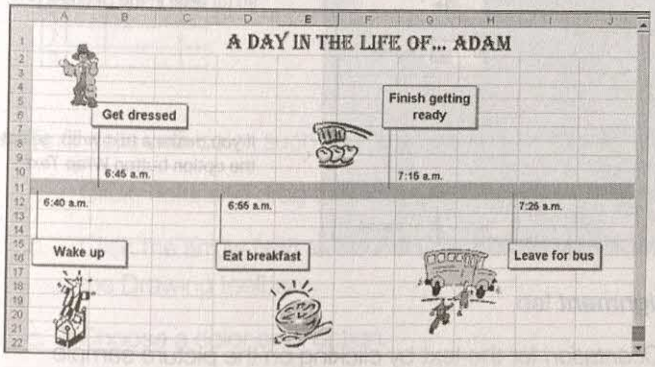
This timeline features rotated text within cells, cell fill colors, and clip art to enhance the appearance. Also, lines connect an event to its time.



Two variations on these timelines

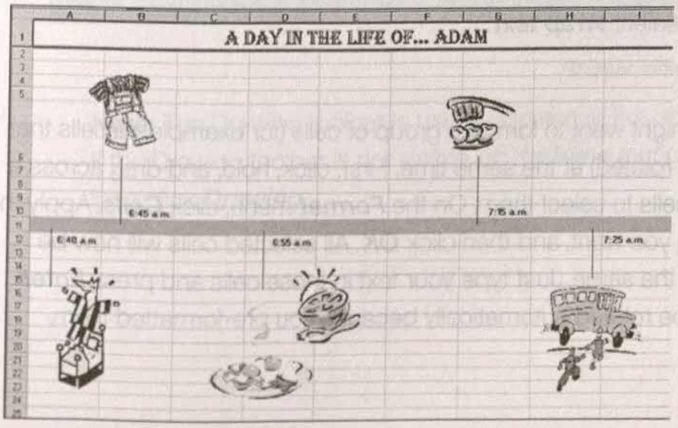
Sample 3:

This timeline uses drawings (rectangles) with text typed inside.



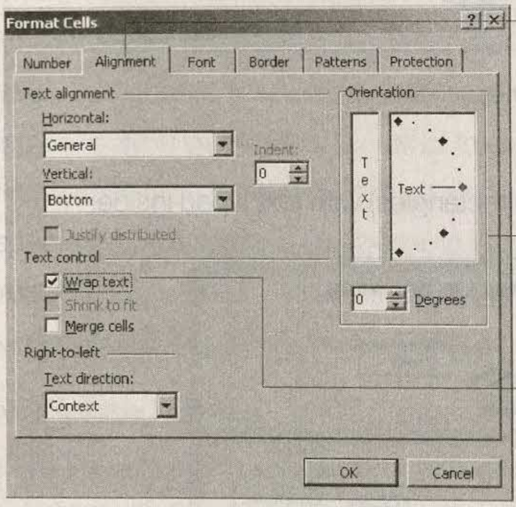
Sample 4:

This timeline uses drawings to represent ideas.



Using Excel to Create a Timeline

1. First, plan your timeline. Do any necessary research, and then sketch out the timeline on paper.
2. Start Microsoft Excel, and make sure a new, blank spreadsheet is open.
3. Type a title across the top of the spreadsheet, and format the text as you like.
4. Skip several rows, and then type the first date or time of your timeline. You might want to wait to format all the dates or times at once.
5. Next, type a short description above or below the date or time cell, whichever works best for your timeline.
6. To format the description so it is turned sideways, on the ***Format*** menu, click ***Cells***.



Horizontal: General

Vertical: Bottom

Indent: 0

☑ Wrap text

Text direction: Context

0 Degrees

Click on the *Alignment* tab.

Click to change the text to 90° or less for a diagonal text, or type 90 (or less) in the Degrees box.

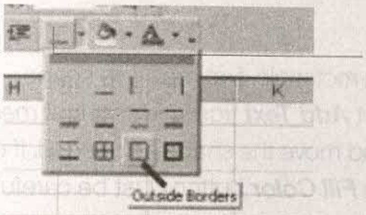
If you desire a text wrap, select the option button *Wrap Text*.

   a. Click the ***Alignment*** tab.
   b. Select the *Orientation* for the text by clicking on the picture sample or by typing a number in the *Degrees* box.
   c. If desired, change the *Text alignment* in the ***Horizontal*** and/or ***Vertical*** drop-down list.
   d. If desired, select ***Wrap text***.
   e. Click ***OK***.

Tip: You might want to format a group of cells (for example, all cells that should be rotated) at the same time. First, click, hold, and drag across a group of cells to select them. On the ***Format*** menu, click ***Cells***. Apply the formatting you want, and then click ***OK***. All selected cells will now be formatted the same. Just type your text in those cells and press ***Enter***. They will be rotated automatically because you pre-formatted them.

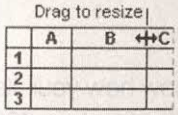
7. Finish typing the text for your timeline and format the cells as needed (font, size, color, and so on).

8. If you want to add a box around a cell or group of cells, such as the actual line of your timeline, select the desired cells, then click the down-arrow next to the ***Borders*** button on the Formatting toolbar, then select the ***Outside Borders*** button.



The *Borders* button is on the Formatting toolbar.

9. You can change the width of your columns as necessary. Position the mouse pointer on the lines separating any two column headings (between the column letters), and then click, hold, and drag the line right or left to change the column's width.



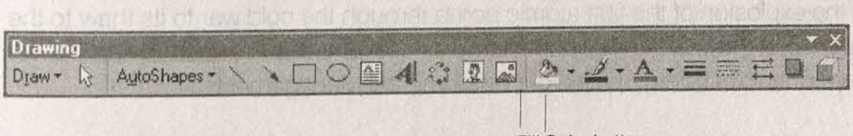
10. To fill cells with color, such as the actual line for your timeline:

    a. Click, hold, and drag to select the cells you want to fill with color.

    b. Click the arrow next to the ***Fill Color*** button (paint bucket) on the Drawing toolbar.

    c. Choose a color or fill option.

    Note: To color additional cells with that color, simply select the cells and click the ***Fill Color*** button.



Fill Color button.

Note: The Drawing toolbar is usually located at the bottom of your screen. If the Drawing toolbar is not visible, on the ***View*** menu, point to ***Toolbars***, then click ***Drawing***.

11. If you would like to add pictures to your timeline, on the ***Insert*** menu, point to ***Picture***, then click either ***Clip Art*** or ***From File...*** to select the picture from your saved images. Resize and move them as needed.
12. Using the ***Line*** button on the Drawing toolbar, click, hold, and drag to draw a line from the shape or description to the timeline to connect the event with the date or time.
13. Save your timeline frequently.

Tip: To add text inside a drawing, such as a rectangle, first draw the shape. Next, right-click inside the shape, and select ***Add Text*** from the shortcut menu. Type your text, and then format it. Resize and move the shape as needed. If desired, fill the shape with a color by using the ***Fill Color*** button. Just be careful not to make the fill color too dark if the font is a dark color, too.

Timelines on the Web

The following Web sites provide historical information about time periods or dates that you select:

Our Timelines
http://www.ourtimelines.com/
This Web site generates a personalized timeline for you. It will show how your life (or the time span you choose) fits into world history. It can create a timeline from 1000 A.D. to the present with a maximum of a 140-year span. Contains very current events.

Historic Events & Birthdates
http://www.scopesys.com/anyday/
This site lists who was born, who died, plus historic events, for any day of the year.

Nuclear Age Timeline
http://www.em.doe.gov/timeline/
This timeline "traces the nuclear age from the discovery of x-rays and radioactivity to the explosion of the first atomic bomb through the cold war to its thaw to the cleanup of the nuclear weapons complex" (1940-1993). Provided by the U.S. Department of Energy, Office of Environmental Management.

Technology Timeline
http://www.pbs.org/wgbh/amex/telephone/timeline/index.html
"From Benjamin Franklin's lightning rod to the Hubble Space Telescope, this timeline covers some of America's technological innovations and inventions." PBS provides this interactive timeline. (A text-only version is also available.)

Transporting Files

Transporting Files

Transporting and Storing Files Using the Internet

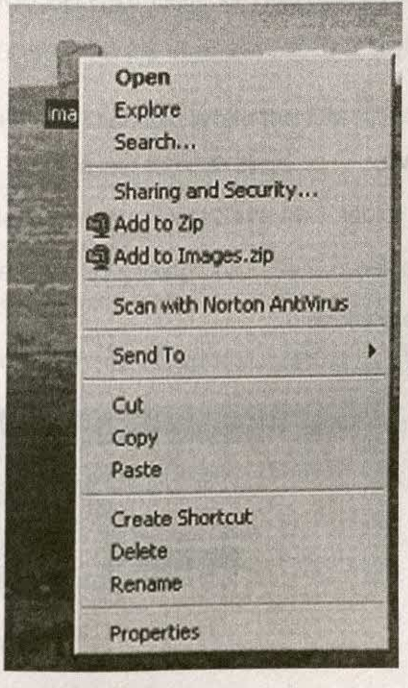
There are several ways to transport files from one location to another. You can save files to a diskette, e-mail them to yourself, or upload them to a free online storage site. Information on these options follow.

Note: The following lists do not constitute an endorsement of any of the following sites. Policies and costs for "free" Web storage space and e-mail can change at any time; check the Web sites listed for current requirements and benefits.

Zipping Your File(s) (Optional)

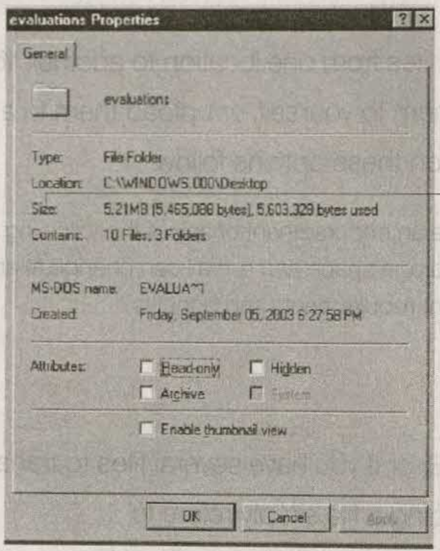
If your file becomes larger than 1 MB, or if you have several files to transport, you may want to zip them. Zipping a file simply refers to the process of compressing a file or files so that they take up less storage and take less time to send or download over the Internet. Another benefit of zipping files is that you can include several files into one zip file so that only one file needs to be sent or uploaded. A zip file (a file that ends in *.zip*) does not need a zip disk or zip drive.

1. To check the size of your file(s), right-click on the file (or folder containing multiple files) and choose ***Properties***.



2. In the middle of the dialog box, the size will be indicated. Click *OK*.

   Note: 1000 KB (kilobytes) = 1 MB (megabyte)



evaluations

Type: File Folder
Location: C:\WINDOWS.000\Desktop
Size: 5.21MB (5,465,088 bytes), 5,603,328 bytes used
Contains: 10 Files, 3 Folders

MS-DOS name: EVALUA~1
Created: Friday, September 05, 2003 6:27:58 PM

Attributes: ☐ Read-only ☐ Hidden
☐ Archive ☐ System
☐ Enable thumbnail view

Check Size.

Installing WinZip*

If you already have WinZip* installed, you can skip this section.

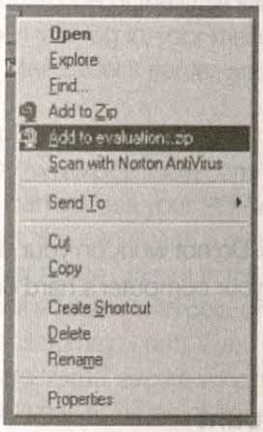
If you do not have a compression utility program, such as PowerArchiver or WinZip, installed on your computer, you will need to install it from the Program CD-ROM. You can install WinZip* by opening the WinZip installation file directly:

1. Double-click ***My Computer***.
2. Double-click the ***CD-ROM drive***.
2. Double-click the ***Program CD*** folder.
3. Double-click the ***Resources*** folder.
4. Double-click the ***Software_Help*** folder.
5. Double-click the ***WinZip*** file to install.
6. Follow the on-screen directions to install Winzip, accepting the default settings.
8. Click ***Finish***.

Compressing your File

1. Right-click on the file to be compressed, and choose ***Add to "[Your file name will appear here]" Zip.***
2. The zip file will be created in the same folder or location as the original file. Check the size of the zip file to see how zipping it reduced the size.

   Note: You will need a compression/decompression utility program, such as WinZip* or PowerArchiver, installed on the computer where the file is unzipped.

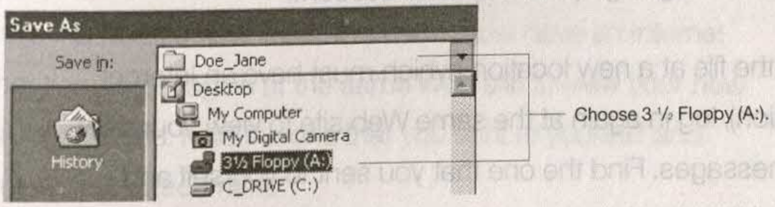


Saving a File to a Diskette

Whether you zip your file(s) or not, one of the quickest and easiest ways to transport a file is to save it to a diskette.

Saving a File to a Diskette While the File is Still Open in the Program

1. Insert a diskette into the disk drive.
2. From the ***File*** menu, select ***Save As***.
3. Near the top of the dialog box, click in the drop-down box to the right of *Save in*:
4. A drop-down menu will appear. Choose ***3 ½ Floppy (A:)***.

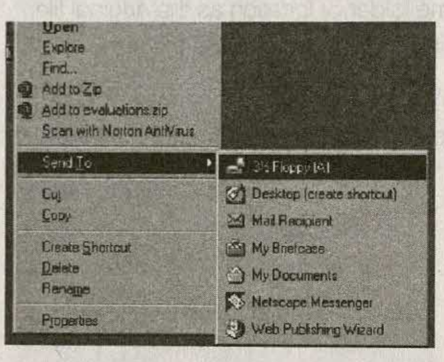


Choose 3 ½ Floppy (A:).

5. Click ***Save***.

Saving a File to a Diskette After You have Closed the File

1. Insert a diskette into the disk drive.
2. Right-click on the file or zip archive that you want to save to a diskette.
3. Choose ***Send to***, then in the menu that opens, select ***3 ½ Floppy (A:)***.



Note: Only use diskettes to transport or backup files. Do not work on your file directly from the diskette. Be sure to save your file to your computer's hard drive before opening and editing the file.

E-mailing a File Using Your Own E-Mail Account

Another option for transporting your files to another location is by e-mailing the files to yourself. If you have an e-mail account with AOL*, Hotmail*, Excite*, Yahoo!*, Juno*, or any of the many other companies that offer Web-based e-mail, simply log in to their Web site and send yourself an e-mail with an attachment.

If you have a school e-mail address or another POP e-mail account (For example, you use a program like Microsoft* Outlook* to access your e-mail), you can usually access your e-mail account through the following free, Web-based e-mail sites without time-consuming registration or signing up for a special account.

To save the file at a new location (which must have an Internet connection), log in again at the same Web site to view your new e-mail messages. Find the one that you sent to yourself and download the attachment.

Note: For easy access, this list of Web sites is available in the *Resources, Internet Resources* folder.

Mail2Web
http://www.mail2web.com
Pick up your e-mail from any computer, anywhere in the world. No need to register. You may attach up to 3 files not more than 10 MB each. You do not register at mail2web and they do not capture or store any user information.

Mail Attendant
http://www.mailattendant.com/
Same content/format as Mail Reader below, just a different login page.

Mail Reader
http://www.mailreader.com/
Choose one of the USA sites. Maximum size of one attachment is around 500 KB. When you log in, your messages are transferred from your mailbox temporarily to the Mailreader's server, and when you log out, the temporary copies are deleted.

Pop3now
http://www.pop3now.com/
You can access your POP e-mail account for free without registering by clicking Login. You can attach a maximum file size of 400 KB. You need to know your POP3 Server name (often it is the same as the name after the @ symbol in your e-mail address with pop. or mail. added to the beginning. e.g., pop.domain.com or mail.domain.com). If you register, you can access and manage up to 5 e-mail accounts from 1 secure window, without a new e-mail address for a cost of $5.00/year. At no point does the server ever record user specific information, such as passwords, or e-mail messages.

That Web
http://www.thatweb.com/
An attachment cannot exceed 400 KB but several attachments can add up to 1 MB. ThatWeb.Com does not capture or store the e-mail contents or the passwords of their users.

E-mailing a File Using a New, Web-Based E-Mail Account

Another option for transporting files is to sign up for a new, free, Web-based e-mail account. The following Web sites offer free e-mail accounts.

To save the file at a new location (which must have an Internet connection), log in again at the same Web site to view your new e-mail messages. Find the one that you sent to yourself and download the attachment.

Note: For easy access, this list of Web sites is available in "Transporting Files" in the ***Resources, Internet Resources*** folder.

Hotmail
http://www.hotmail.com
The POP Mail option allows you to retrieve messages from up to four POP e-mail accounts so you can check e-mail from your Internet Service Provider (ISP), or a school address. 1 MB maximum for sending or receiving attachments.

HushMail
http://www.hushmail.com/
HushMail is a free Web-based service that lets you send and receive e-mail in total security. Hush users can send attachments up to 1.5 MB and can receive attachments up to 5 MB in size

Yahoo! Mail
http://mail.yahoo.com/
You can use Yahoo! Mail to read e-mail from your other accounts (work, home, etc.) if your Internet Service Provider or company uses a POP3 server. The total combined attachments may not exceed 1.5 MB.

Ziplip
https://www.ziplip.com/ps/app/services/home.jsp
The free service enables files up to 500 KB and provides the ability to send "secure," ad-free e-mail. 5 MB of base storage. Also includes a Calendar, To Do List, Address Book, and Reminders. A simple sign up is required.

Uploading a File to Free Web Storage Site

An additional option for transporting and accessing files, especially large ones, is to use an online storage site. Online storage sites are Internet sites where you can upload files for easy access, management, and storage. Web-based storage sites are especially helpful for files that are larger than 2 MB. Think of these sites as an extra hard drive, but you can access your files from any Internet-connected computer.

After you register for an account, typically you click an ***upload*** or ***browse*** button to locate the file on your computer that you want to upload to the storage site. The time it takes to upload (and download) depends on the speed of your connection to the Internet and the size of your file.

To save the file at a new location (which must have an Internet connection), log in at the Web storage site. Follow the directions of the storage site to download the file.

Note: For easy access, this list of Web sites is available in "Transporting Files" in the *Resources*, *Internet Resources* folder.

Yahoo! Briefcase
http://briefcase.yahoo.com/
Yahoo! Briefcase is a tool that allows you to store files online and then access them from anywhere. You receive 30 MB worth of space for free; however, the maximum file size for each file is 5 MB. If you want to share items with people, you can give them access to the folders in your briefcase, or e-mail them the links to the items.

Attachmail.com
http://www.attachmail.com/
Attachmail.com allows you to automatically compress your files and then temporarily store them on their server, the location of which can be conveyed to the intended recipients, who can then download the documents at their leisure. It requires you to download *FileMove*, a simple, user-friendly file upload software with built-in compression and password encryption capabilities. Attachmail.com provides a maximum of 5 MB of storage.

Notes

Uploading a Publisher-Created Web Site

Uploading a Publisher-Created Web Site

Uploading a Publisher-Created Web Site

Understanding Uploading Options

When using the Internet, you usually use a browser, such as Microsoft* Internet Explorer or Netscape* Navigator, to communicate with Web servers. Browsers and Web servers use a protocol to communicate with each other. A protocol is a method for initiating a communications session, transferring data, and terminating the session. There are two protocols: FTP (File Transfer Protocol) and HTTP (HyperText Transport Protocol). Each protocol can be used to upload and download data. FTP is an older but still very widely used protocol, typically used for transferring large amounts of data over the internet, such as executable downloads like software downloads. FTP provides a faster and more persistent connection between client and server.

HTTP is used for transferring web documents over the Internet. Not all Internet Service Providers (ISPs) and Web hosts support HTTP uploads. This support is commonly provided with installation of Microsoft* FrontPage* Extensions. FrontPage Extensions are a set of server-side applications, or programs that are run on the Web server rather than on your computer, that provide built-in functionality, such as HTTP uploading and form processing. Publisher 2000 provides built-in support for uploading Web pages in both FTP and HTTP protocols. However, If you created a response form/survey on your Web site, you must use HTTP to upload your Web site. If you did not create a response form, you can use either FTP or HTTP.

Preparing to Upload Your Web Site

You will need to find out the following information from the organization that will be hosting your Web site prior to uploading:

1. **What will be the Web address (URL) for your Web site?**

   ____

2. **What do you want to name this upload profile? It can be the name of the Web hosting organization or the name of your Web site.**

   ____

3. **Will you need to use FTP or HTTP to upload your site?** Reminder: If you have a response form on your Web site, you must upload your Web site using HTTP.

   ____

4. **What is the URL you must use to upload your Web site? Is it an FTP site or an HTTP site?**

   ____

5. **What is your user ID or user name with which you log into the system?**

   ____

6. **What is your password?** (For security purposes, you may choose not to write your password here, but you will need it for the upload process.)

   ____

7. **If you have a response form or survey included on your Web site, does the Web hosting site include FrontPage 2000 Extensions? Have they been installed for your site?** Some Web hosting sites require you to pay extra for these files to be placed in your Web site folder. Some sites require you to email a request for them to be "turned on" or installed; others simply require you to make that choice when you set up your Web site account. Without FrontPage 2000 Extensions, your response form will not work.

   ____

Uploading Your Web Site

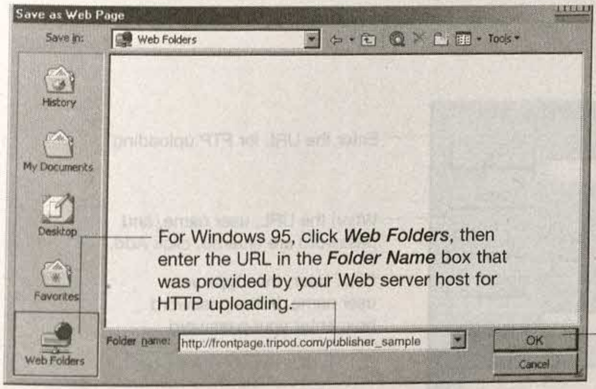
Review the uploading options on the following pages to determine the method you would like to use to upload your Web site: using Publisher 2000, Microsoft's Web Publishing Wizard, or a Windows Web folder.

Using Publisher 2000 for HTTP Uploading G.03
Using Publisher 2000 for FTP Uploading G.04
Using Microsoft's Web Publishing Wizard for either FTP or HTTP Uploading G.06

Using Publisher 2000 for HTTP Uploading

1. Open your Publisher Web site file with the .pub extension (not an .html or .htm file).
2. On the ***File*** menu, click ***Save As Web Page***.
3. Click ***Web Folder*** button on the left pane of the dialog box. If the button is not available, in the Save In box, click the down-arrow, and click ***Web Folder***

Note: A Web folder is a shortcut to a location on a Web server where you can publish a Web site using the Save As Web Page command. Before you create a Web folder, ask your Internet service provider or system administrator if they support Microsoft FrontPage 97 or later server extensions. Web folders are not supported without these. If Web folders are not supported, you can publish your Web site using FTP Locations or the Microsoft Web Publishing Wizard.)



Folder name: http://frontpage.tripod.com/publisher_sample

For Windows 95, click ***Web Folders***, then enter the URL in the ***Folder Name*** box that was provided by your Web server host for HTTP uploading.

Click *OK*.

4. Type the URL you were provided by your Web server host for HTTP uploading in the ***Folder Name*** location of the Save as Web Page dialog box (see your notes on page G.02, #4). Click OK
5. Publisher will try to make the connection to the Web server. If connected successfully, you may be prompted for your user name and password. (See your notes on page G.02, #5 and 6.)

   Note: You must be connected to the Internet.

6. Your Web site's current files and folders will be displayed upon successfully accessing the site folder.

   Important: Do not delete any folders or files that were placed there by the Web hosting server. They are required to make a response form work properly.

7. Enter the name you want to appear for your home page in the *File Name* box.

   Hint: By default, Internet Web servers look for the file name *index.htm* (or *.html*). Use this as your file name unless you have been provided with other instructions. Regardless of the name you choose, be sure that it does not include any spaces or special characters.

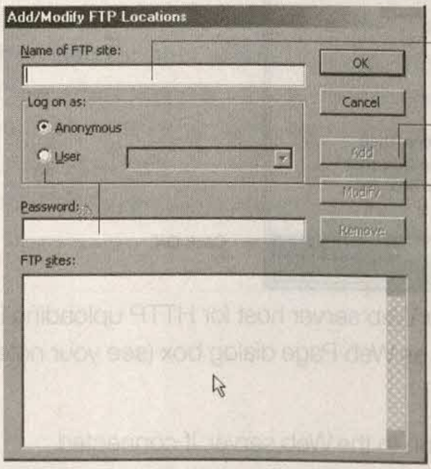
8. Click ***Save*** and Publisher will upload your site's files.

9. Your Web site's current files and folders will be displayed upon successfully accessing the site folder.

Using Publisher 2000 for FTP Uploading

This method of uploading should only be used if you do not have a response form on your site.

1. Open your Publisher Web site file with the .pub extension (not an .html or .htm file).
2. On the ***File*** menu, click ***Save As Web Page***.
3. In the *Save In* box, click the down-arrow, then under *FTP Locations*, click ***Add/Modify FTP Locations***.



Enter the URL for FTP uploading

When the URL, user name, and password are entered, click Add.

Click *User*, then type your user name. In the password box, enter your password.

4. In the *Name of FTP Site* box, enter the URL that was provided by your Web server host for FTP uploading .
5. Click the ***User*** option button, then enter your user name. (See your notes on page G.02, #5.)
6. Enter your password. (See your notes on page G..02, #6.)
7. Click the ***Add*** button, then ***OK***.
8. Once you have added your FTP location, it will appear in the dialog box. Click on the FTP name and click ***Open***.

   Note: You must be connected to the Internet.
9. Your Web site's current files and folders will be displayed upon successfully accessing the site folder.

   Important: Do not delete any folders or files that were placed there by the Web hosting server.
10. Enter the name you want to appear for your home page in the *File Name* box.

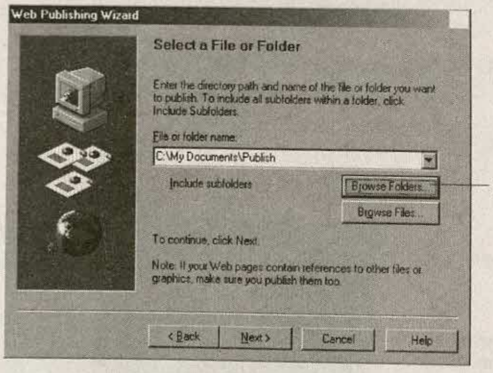
    Hint: By default, Internet Web servers look for the file name *index.htm* (or *.html*). Use this as your file name unless you have been provided with other instructions. Regardless of the name you choose, be sure that it does not include any spaces or special characters.
11. Click ***Save*** and Publisher will upload your site's files.

Using Microsoft's Web Publishing Wizard for Uploading

Microsoft's Web Publishing Wizard offers both FTP and HTTP uploading.

1. Open your Publisher Web site file with the .pub extension.
2. On the ***File*** menu, click ***Save As Web Page***.
3. Create a subfolder called ***Publish***, either at its current location or under *My Documents*.
4. Click ***Save***, then exit Publisher.
5. Click the ***Start*** button, point to ***Programs***, then to ***Accessories***, then to ***Internet Tools***, then click ***Web Publishing Wizard***.

   Note: The Web Publishing Wizard may also be located within folders called ***Microsoft Web Publishing***, or ***Internet***, or ***Internet Explorer***. If you cannot find the Web Publishing Wizard, download and install the program from: http://www.microsoft.com/downloads/release.asp?ReleaseID=22658
6. Click ***Next*** on the Web Publishing Wizard's introduction screen.
7. Click ***Browse Folders*** and locate the *Publish* folder that contains your Web site (the html files, image files, etc. - not your Publisher file ending in .pub).
8. Once you have located and selected the correct folder, click ***OK***. Click ***Next***.



Select a File or Folder

Enter the directory path and name of the file or folder you want to publish. To include all subfolders within a folder, click Include Subfolders.

File or folder name: C:\My Documents\Publish

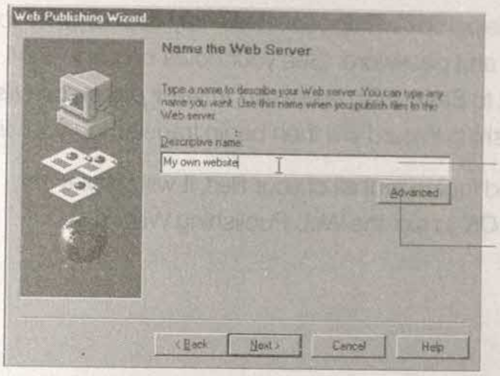
Include subfolders

To continue, click Next.

Note: If your Web pages contain references to other files or graphics, make sure you publish them too.

Click *Browse Folders*.

10. Type a name to describe your Web Server or Web site, then click ***Advanced***.



Web Publishing Wizard

Name the Web Server

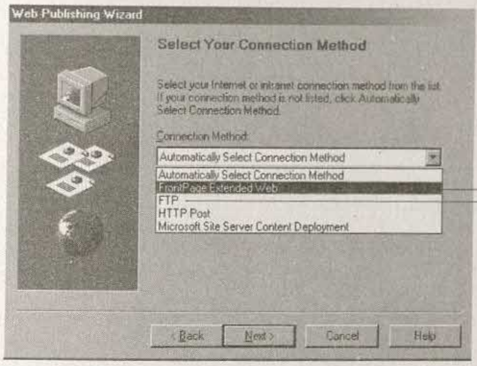
Type a name to describe your Web server. You can type any name you want. Use this name when you publish files to the Web server.

Descriptive name: My own website

Type a name to describe your Web server or Web site.

Click *Advanced*.

11. Click the down-arrow and select the type of upload you want to use - either ***FrontPage Extended Web*** or ***FTP***. Then click ***Next***.



Web Publishing Wizard

Select Your Connection Method

Select your Internet or intranet connection method from the list. If your connection method is not listed, click Automatically Select Connection Method.

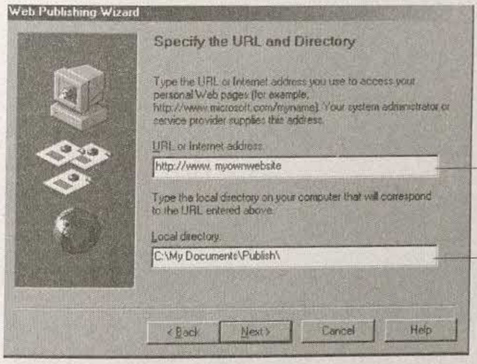
Connection Method: Automatically Select Connection Method

Automatically Select Connection Method
FrontPage Extended Web
FTP
HTTP Post
Microsoft Site Server Content Deployment
< Back
Next >
Cancel
Help

Select either *FrontPage Extended Web* or *FTP*.

Reminder: You must use FrontPage Extended Web if you are uploading a Web site with a response form.

12. Type the address of your Web site. (See your notes on page G.02, #1.)



Web Publishing Wizard

Specify the URL and Directory

Type the URL or Internet address you use to access your personal Web pages (for example, http://www.microsoft.com/myname). Your system administrator or service provider supplies this address.

URL or Internet address: http://www. myownwebsite

Type the local directory on your computer that will correspond to the URL entered above.

Local directory: C:\My Documents\Publish\

Type the address of your Web site.

The location of the files you will be uploading should automatically appear here.

Note: Do not upload to a site beginning with *ftp* if you chose FrontPage Extended Web as the service provider.

13. When you click *Next*, the Wizard will check to see that the Web site address is active. It will repeat the URL in the next screen. You can add a subfolder if desired to specify the location (URL) where your file(s) are to be published or keep the default URL if that is correct. Click ***Next***.

14. It may ask you to click a drop-down arrow to select the method you use to access the Internet. Choose your connection method and click ***Next***.

15. To publish your files and close the Wizard, click ***Finish***.
16. An *Enter Network Password* dialog box will appear. (This may appear prior to step 15.) Enter your user name and password. (See your notes on page G.04, #5 and 6.). If desired, click the box to ***Save this password in your password list***. Then click ***OK***. The Web Publishing Wizard will then begin transferring your files.
17. After the Wizard has transferred (uploaded) all of your files, it will display an information message box. Click ***OK*** to exit the Web Publishing Wizard.

Using Microsoft Word for Publications

Using Microsoft Word for Publications

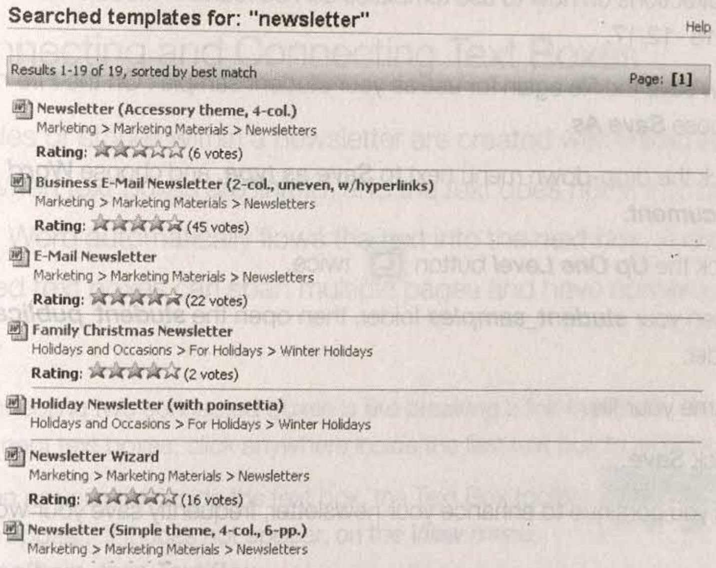
Using Microsoft* Word* 2000 to create a Newsletter or Brochure

Step 1

1. Go to: *http://officeupdate.microsoft.com/templategallery/*
2. In the ***Search fo*r** box, type ***newsletter***.

Note: To find brochures, instead of newsletters, type ***brochure*** in the search box.

3. Click the the following newsletter links to view a preview:
    - Newsletter wizard
    - Newsletter template with Dots theme
    - Newsletter template with Simple theme
    - Newsletter template with Accessory theme



Searched templates for: "newsletter"

Results 1-19 of 19, sorted by best match

Newsletter (Accessory theme, 4-col.)
Marketing > Marketing Materials > Newsletters
Rating: (6 votes)

Business E-Mail Newsletter (2-col., uneven, w/hyperlinks)
Marketing > Marketing Materials > Newsletters
Rating: (45 votes)

E-Mail Newsletter
Marketing > Marketing Materials > Newsletters
Rating: (22 votes)

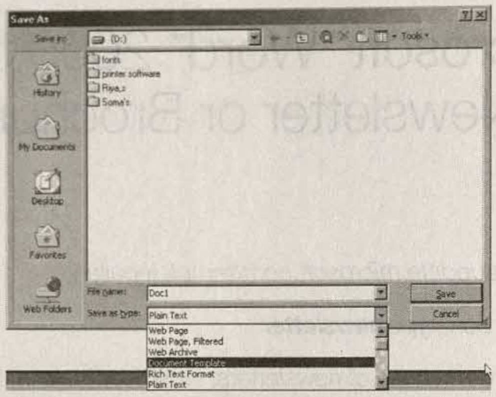
Family Christmas Newsletter
Holidays and Occasions > For Holidays > Winter Holidays
Rating: (2 votes)

Holiday Newsletter (with poinsettia)
Holidays and Occasions > For Holidays > Winter Holidays

Newsletter Wizard
Marketing > Marketing Materials > Newsletters
Rating: (16 votes)

Newsletter (Simple theme, 4-col., 6-pp.)
Marketing > Marketing Materials > Newsletters

4. If you do not like the preview, click the ***Back*** button and select another design, or click ***Next Template*** at the top right of the preview page to view the next template..
5. If you want to use the template, click ***Edit in Microsoft Word***. The template will automatically download and open in Microsoft Word. This may take some time, depending on your Internet connection speed.
6. Once the file has opened in Microsoft Word, on the ***File*** menu, choose ***Save As.***
7. If you would like to first save the file as a "blank" template for your students to use in the future, click the drop-down menu next to ***Save as type***, and choose ***Document Template***.



File name: Doc1

Save as type: Plain Text

8. Locate your Portfolio Folder. Open the ***lesson_support_materials*** folder, then the ***teacher_support_materials*** folder.

9. Name your file.

10. Click ***Save.***

Note: Directions on how to use templates can be found in Module 12 on pages 12.15 -12.17.

11. Now save the file again for use as your student sample : On the ***File*** menu, choose ***Save As***.

12. Click the drop-down menu next to ***Save as type***, and choose ***Word Document.***

13. Click the ***Up One Level*** button twice.

14. Open your ***student_samples*** folder, then open the ***student_publication*** folder.

15. Name your file.

16. Click ***Save***.

17. As you continue to enhance your newsletter, frequently save your work.

Step 2: Customizing a Newsletter

Microsoft Office Templates creates a layout for your newsletter by using text boxes and graphics. You can easily replace titles, articles, and clip art with your own into the existing frames.

Working with Existing Text Boxes

The Newsletter Template includes placeholder text boxes. Typically, the placeholder text describes the purpose of a newsletter as well as gives ideas on how to make it useful to your readers.

1. You can edit the placeholder text in one of two ways:

    a. Highlight the text within the text box (with your mouse, click, hold, and drag across the text to select it). Once the text is highlighted, begin typing your own text.

    b. Or, click once anywhere in the text box, then from the ***Edit*** menu, choose *Select **All***. Then begin typing your text, which will replace the placeholder text. This second method is preferred when working with linked text boxes because it selects the text in all the linked text boxes at once.

2. To change the dimensions of a text box, and thereby change the text margins, click once anywhere inside the text area. Place the mouse pointer over any of the squares, or handles, that are located on the perimeter of the text box. When the mouse pointer changes to a double-headed arrow, click, hold, and drag the handle to enlarge or shrink the text box to the desired size.

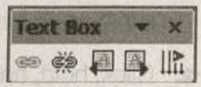
3. Save your publication.

Disconnecting and Connecting Text Boxes

The articles or stories within a newsletter are created with linked text boxes. When text boxes are linked, and the text does not fit into one text box, Word automatically flows the text into the next box. A chain of connected text boxes can span multiple pages and have numerous columns.

1. Disconnecting two connected boxes is like breaking a link in a chain. To disconnect text boxes, click anywhere inside the first text box to select it.

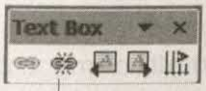
2. As soon as you click inside the text box, the Text Box toolbar should appear. If it does not appear, on the ***View*** menu, click ***Toolbars***, then ***Text Box***.



Note: The ***Text Box*** option will only appear on the Toolbars menu if you have a text box selected in the document.

Under *View*, Toolbars, click on the *Text Box.*

3. On the Text Box toolbar, click ***Break Forward Link***.

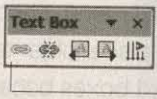


On the Text Box toolbar, click ***Break Forward Link.***

4. The text box that the first box was connected to will seem to disappear. (The text box is still there; it simply has no text in it). The text from the disconnected box is not deleted, but instead placed in the box's overflow area.

You must either make the text box larger to incorporate all of the text or link it to another text box.

5. To connect two text boxes, click the first box from which the text will originate.
6. On the Text Box toolbar, click ***Create Text Box Link***.



On the Text Box toolbar, click *Create Text Box Link.*

7. The mouse pointer changes to a pitcher of text.
8. Click anywhere inside an empty text box to "pour" the text into the second box. When you move the upright pitcher over a text box that can receive the link, the pitcher turns into a pouring pitcher.

Note: If you click ***Create Text Box*** Link, and then decide you do not want to link to another text box, press ***ESC*** to cancel the linking process.

9. To link to additional text boxes, click the text box to which you just created the link, and then repeat steps 6 - 8 to create another link.
10. In the first text box, type or paste the desired text. As the text box fills, the text will flow into the other text boxes that are linked.
11. Save your publication.

Note: You can also use circles, banners, flow chart shapes, and other AutoShapes as linked text box containers.

Adding Text Boxes

1. Click ***Text Box*** on the Drawing toolbar.

Note: The Drawing toolbar should be located at the bottom of the Word window. If is not there, on the ***View*** menu, click ***Toolbars,*** then select ***Drawing***.

2. Click, hold, and drag to draw a text box, beginning at the upper left area where you want your text box to begin and dragging to the lower right area where you want your text box to end.
3. Change the text style (font, size, style) if desired, by using the Formatting toolbar, and then begin typing your text.
4. Using the directions on the previous page, you can connect as many text boxes as needed.
5. Save your publication.

Changing or Inserting Images

1. To change an image in your newsletter or brochure, click once on the image, then press the ***Delete*** key on your keyboard.
2. Click ***Insert*** on the top of the toolbar.

3. Click ***Pictures*** and then ***Clip Art*** (or ***From File***, if you have your own image you want to insert).
4. In the ***Search*** text box, type a name of what you are looking for, i.e. *tree*, and then press ***Enter***.
5. Click once on one of the search results to add it to your document.
6. Close or minimize the Insert ClipArt dialog box.
7. To easily move the image anywhere on your document, change the text wrapping:

   a. Click once on the image to select it. If you are having a difficult time selecting the image, click the ***Select Objects*** arrow on the Drawing toolbar, and then try selecting the image again.

   b. When you select an image, the Picture toolbar should appear. If it does not, on the ***View*** menu, point to ***Toolbars***, then click ***Drawing***.

   c. On the Picture toolbar, click the ***Text Wrapping*** button, then select ***In Front of Text.***

   d. Now you can click, hold, and drag the image anywhere on your document.
8. To wrap text around a graphic, you will need to create multiple text boxes that are linked together. (See page 3).
9. Save your publication.

Entering Captions for Images

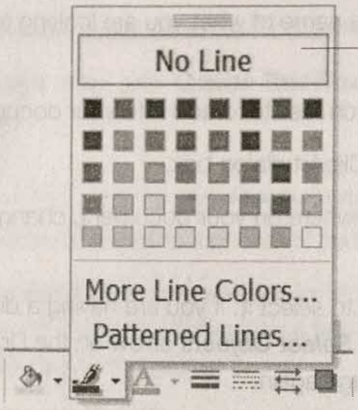
Captions add descriptive information to an image. To add a caption, follow the directions below.

1. Click ***Text Box*** on the Drawing toolbar.

Note: The Drawing toolbar should be located at the bottom of the Word window. If is not there, on the *View* menu, click ***Toolbars***, then select ***Drawing.***

2. Click, hold, and drag to draw a text box underneath the picture needing a caption, beginning at the upper left area where you want your text box to begin and dragging to the lower right area where you want your text box to end.
3. Type the caption in the text box.
4. To easily move the text box into place, click once on the text box, then click a second time on the border of the text box. Use the arrows on your keyboard to move the box or hold down the ***Ctrl*** button as you press an arrow button to move the text box in even smaller increments.

5. To remove the black border on the text box, on the Drawing toolbar, click the arrow next to ***Line Color***, then select ***No Line.***



Click the down-arrow next to the ***Line Color*** button, then select ***No Line***.

6. To group the picture and the caption together so they will stay together as one object,

   a. Click once on the text box to select it, then hold down the shift key and click on the picture. Holding the shift key while clicking on a second object will select both items.

   b. Right-click anywhere within the selected group (inside the text box or on the image), point to ***Grouping***, then choose ***Group.***

7. Save your publication.

Deleting Pages

The Newsletter templates will probably contain more pages that you need. To delete some of the pages, complete the following steps.

1. On the page that you want to delete, hold the shift key down as you click once on all the items on the page to select them
2. When you think you have selected everything, press the ***Delete*** key.
3. If you still have some items on the page, repeat the steps above.
4. Click near the bottom of the previous page, but do not click directly within a text box. You should see the cursor blinking on the page, but a text box or image should not be selected. If it is, click elsewhere on the page.
5. Press the ***Delete*** key numerous times to remove the hard carriage returns (the spaces created when you press *Enter*) until the page below your current location is deleted.

Glossary

Glossary

Glossary

Icon Definitions

In the Intel® Teach to the Future curriculum manual, there are icons to guide you throughout the activities:

- Save your work
- View resources on the Program CD-ROM
- View resources on the Web
- Helpful hint, idea, or warning
- Discuss or share with your colleagues

Technical Glossary

Acrobat Reader* Document exchange software from Adobe Systems, Inc. Adobe Acrobat* provides a platform-independent means of creating, viewing, and printing documents. Acrobat can convert a DOS, Windows*, UNIX* or Macintosh* document into a Portable Document Format (PDF), which can be displayed on any computer with Acrobat Reader*. Acrobat Reader can be downloaded free from the Internet.

address book, e-mail A small database in which you store e-mail addresses for the individuals and groups that you correspond with, each labeled with an easy to remember nickname that you assign.

address, Internet See *Internet IP address.*

application A program that helps the user accomplish a specific task; for example, a word processing program, a spreadsheet program, or a file transfer protocol client. Application programs are distinguished from system programs (which control the computer and run the application programs) and utilities (which are small helper programs).

AU A sound file format, originally for Sun UNIX* systems, now also supported on Personal Computers and Macintoshes.

AVI (AudioVideo Interleaved) Microsoft's video for Windows* movie format, used for storing video with audio.

bitmap In bitmap graphics, an image is displayed on the screen as a collection of tiny squares called pixels, which together form a pattern. Each pixel in the image corresponds with one or more bits; the number of bits per pixel determines how many shades of gray or colors can be displayed.

BMP A Windows format for a bitmapped graphics file.

Boolean In computer science and digital electronics, this term means an expression with two possible values, "true" and "false." The most common Boolean operators are AND, OR and NOT.

browser A program that allows users to read hypertext documents on the World Wide Web, and navigate between them. Examples are Netscape Navigator*, Lynx*, and Microsoft Internet Explorer*. Browsers can be text-based or graphic.

byte A byte is 8 bits; one byte can represent a single character. On most computers, the byte is the basic unit of addressable memory. On IBM Mainframes, a word is 4 bytes (32 bits).

cache A temporary storage area for frequently-accessed or recently-accessed data. Having certain data stored in a cache speeds up the operation of the computer. There are two kinds of cache: internal (or memory cache) and external (or disk cache). Internal cache is built into the processor, and external cache is on the motherboard. When an item is called for, the computer first checks the internal cache, then the external cache, and finally the slower main storage.

case sensitive Treating upper case letters as different characters from the same letters in lower case. Filenames or text searches that are case sensitive would distinguish between, for example, *Internet* and *internet*.

CD-ROM (Compact Disc Read-Only Memory) A disk that is physically the same as an audio CD but contains computer data. Storage capacity is about 650-680 megabytes. CD-ROMs are usually interchangeable between different types of computers.

cell A box in a spreadsheet or table where data can be entered. The intersection of a row and a column in spreadsheet or worksheet.

chat acronyms These common acronyms (and dozens more) are used in online, real-time, typed conversation and in e-mail as a form of shorthand communication.

B4N or BFN Bye For Now
BTW By The Way
IMHO In My Humble Opinion
LOL Laughing Out Loud
TTFN Ta Ta For Now

clipboard An area of temporary memory which is used to transfer text and graphics within a document being edited, or between documents. The data is put into the clipboard with either the "cut" or "copy" command, and then "paste" takes it from the clipboard and puts it in its new location.

cookie A cookie is a set of data that a Web site server gives to a browser the first time the user visits the site, that is updated with each return visit. The remote server saves the information the cookie contains about the user and the user's browser does the same, as a text file stored in the Netscape or Explorer system folder.

CPU (Central Processing Unit) The "brain" of the computer that performs most computing tasks. In microcomputers, the entire CPU is on a single chip. Also called a processor.

crop A graphic/photo formatting term: To trim the edges of a graphic image, removing part of the image.

database

1. A large collection of data organized for rapid search and retrieval.
2. A program that manages data, and can be used to store, retrieve, and sort information. Some database programs are Lotus Approach*, Microsoft Access*, Filemaker*, and dBASE*.

desktop

1. The whole computer screen, which represents an office desktop. With a graphical interface, the icons on the screen resemble objects that would be found on a real desktop, such as file folders, a clock, etc. Icons on the desktop enable the user to run application programs and use a file system without directly using the command language of the operating system. On Windows 95* and later versions, the desktop is the first screen you see when Windows starts.
2. A computer designed to stay on a desk, as opposed to portable laptop and notebook designs.

dialog box A box on the computer screen that can be used to enter information, set options, or give commands to the computer. The dialog box gives the user choices (such as open file, delete, save) which can be selected by clicking with the mouse.

directory, folder Places on a disk where you can store files and subdirectories. The organization of directories (or folders) and files and on a hard drive is like the branches of an upside-down tree. The main directory is called the "root directory."

diskette A small, portable, flexible magnetic disk used for data storage on many computers. Diskettes come in 3½" and 5¼" sizes, with several densities and formats. These disks are known as "floppy" disks (or diskettes) because the disk is flexible and the read/write head is in physical contact with the surface of the disk, in contrast to "hard disks" that are rigid and rely on a small, fixed gap between the disk surface and the heads. Diskettes may be either single-sided or double-sided.

domain name An Internet address in alphabetic form (for example, intel.com or www.intel.com). Domain names must have at least two parts: the part on the left names the organization, and the part on the right identifies the highest subdomain. Directory levels can be indicated at the end, separated by a slash (/). The right-hand side or end of a domain name helps identify what type of agency or organization is hosting the site. For example:

.com commercial site
.edu educational institution
.gov U.S. government
.mil military
.net network
.org non-profit organization

Other endings continue to be added to meet demand for new site names, such as .ws for "world site." Countries have their own URL endings as well; for example, the United Kingdom is .uk, France is .fr, Korea is .kr, Canada is .ca, Philippines is .ph, Australia is .au, etc. For a list of URL domain names for countries around the world, visit Domain name registries around the world http://www.extend.no/domreg.html

DOS An acronym for disk operating system. The term DOS can refer to any operating system, but it is most often used as a shorthand for MS-DOS (Microsoft disk operating system). Originally developed by Microsoft for IBM, MS-DOS was the standard operating system for IBM-compatible personal computers. See also *folder*.

download To transfer files or data from one computer to another. To download means to receive; to upload means to transmit.

drive A very fast input/output device that consists of one or more spinning magnetic disks. A moving arm allows direct read or write access to data recorded on the disks. A device that spins disks or tapes in order to read and write data; for example, a hard drive, disk drive, CD-ROM drive, or tape drive.

DVD (Digital Versatile Disc or Digital Video Disc) A storage medium which has greater capacity and bandwidth than a CD. DVDs can be used for multimedia and data storage. A DVD has the capacity to store a full-length film with up to 133 minutes of high quality video in MPEG-2 format, plus audio.

electronic mail (e-mail) A system whereby a computer user can exchange messages with other computer users (or groups of users) through a communications network.

e-mail address An e-mail address has the form "person id" at "domain id." For example, jdoe@intel.com. In this e-mail address, Mr. Doe is identified by his logon id, jdoe, and the company name is identified by its Internet domain name, intel.com.

embedding With an embedded object, information in the destination file does not change if you modify the source file. Embedded objects become part of the destination file and, once inserted, are no longer part of the source file. Double-click the embedded object to open it in the source program. Both embedding and hyperlinking allow you to add all or part of a new or previously created file (Microsoft Office file, sound file, video file, etc.) into a Microsoft Office file. An embedded file becomes part of the file in which it is embedded. A hyperlink simply points to the location of the original file, and opens the linked file from its saved location. Examples of embedded files can be seen in all of the student samples in Modules 3 and 4 on the Program CD-ROM: Unit Plans have been embedded within them for easy access.

emoticons Typewritten pictures of facial expressions, used in e-mail and when communicating on the Internet, to indicate emotion. Most often producing an image of a face sideways. They are also called smileys :-) The most common emoticons are:

:) or :-) Smiling
:-D Laughing
: (or :-(Sad
:,(or :.(Crying
:-O Open-mouthed, surprised
:P or :-f Sticking out tongue
;) or ;-) Wink
<:-(or <:-| Dunce

Essential Question A "big picture" question encompassing a significant issue, major event, or historically important or controversial topic that students are to encounter throughout their studies. Essential questions may be characterized by what they do: 1) Go to the heart of a discipline. 2) Recur naturally throughout one's learning and in the history of a field. 3) Raise other important questions. Essential questions have proven to be an effective way of framing a course or an entire program of study. See also *Unit Question*. (Source: Understanding by Design by Grant Wiggins and Jay McTighe, p. 29-30)

extension, file name The portion of a file name following the final point (period) that indicates the kind of data stored in the file. Extensions are usually from one to three letters (for example, .ppt, .doc, .au, .wav). DOS and Windows extensions must be three or fewer letters; Macintosh extensions can have more letters, or can be deleted.

FAQ Abbreviation for "Frequently Asked Questions." Newsgroups, mailing lists and Internet sites often have a list of the most frequently asked questions about their subject, with answers.

Favorites A feature in Microsoft's Internet Explorer browser that enables the user to record URLs that will be frequently used by adding them to a special menu. The equivalent in Netscape Navigator is Bookmarks. Once the URL is on the list, it is easy to return to that Web page simply by clicking on the link in the list, rather than retyping the entire URL.

file A collection of information stored in any of numerous forms on any of numerous devices. A file may contain programs, data, or text.

floppy disk See *diskette*.

folder On computer screens for Macintosh and Windows 95 (and above), files can be organized by placing them into folders that look like office file folders. These folders correspond to directories in DOS.

font A text formatting term: A complete assortment of printer characters in a particular type style, typeface, size and orientation. Most fonts include letters, numbers, punctuation and some special symbols. Note that the Roman (normal), Italic, Bold and Bold Italic typeface forms of any type style and size are each separate fonts. A font family is a complete set of characters in the same type style, including all sizes and typefaces, such as bold, italic and underline.

footer A text formatting term: One or more lines of text that appear at the bottom of every page.

formula Formulas are equations that perform calculations on values in your worksheet. A formula starts with an equal sign (=). For example, the following formula multiplies 2 by 3 and then adds 5 to the result: =5+2*3

freeware Software, often written by enthusiasts, distributed at no charge by users' groups, e-mail, local bulletin boards, Usenet, or other electronic media. Freeware is software that is available free of charge, but is copyrighted by the developer, who retains the right to control its redistribution and to sell it in the future. Freeware is different from free software (or software in the public domain), which has no restrictions on use, modification, or redistribution.

FTP (File Transfer Protocol) A protocol in the Internet suite which allows a user on any computer to get files from another computer, or to send files to another computer.

function Functions are predefined formulas that perform calculations by using specific values, called arguments, in a particular order, or structure. Functions can be used to perform simple or complex calculations. The structure of a function begins with an equal sign (=), followed by the function name (such as *SUM*, *AVERAGE*, etc.), an opening parenthesis, the arguments for the function separated by commas, and a closing parenthesis.

GIF (Graphics Interchange Format) A format for pictures that many browsers can display. A color-image transfer protocol developed by CompuServe*, GIF format works best for graphics with contiguous areas of solid color like graphics, clip art, and drawings. GIF is the only file format that allows for animation, transparency effects, or interlacing (the graphic loads gradually with a venetian blind effect). GIF files are widely used on Web pages because they provide good-quality color images in a format that takes up a small amount of space.

gigabyte 1024 megabytes. Literally meaning one billion bytes. Abbreviated GB, Gbyte or G-byte.

hard copy Usually hard copy means paper, but presumably can mean any printed computer output, such as microfilm.

hardware The physical devices that make up a computer and networked system.

hard disk or hard drive The main device that a computer uses to store information. Hard disks are rigid aluminum or glass disks about 3.5" in diameter in a personal computer, and smaller in a laptop. They are coated with ferromagnetic material and rotate around a central axle. Data is transferred magnetically by a read/write head. A hard disk drive for a personal computer may contain as many as eight hard disks, rotating around the same axle.

header

1. A text formatting term: One or more lines of text that appear at the top of every page of a document.
2. A computer communications term: Control information that is added before data when it is encapsulated for network transmission.

HTML (HyperText Markup Language) The language of the World Wide Web used to create Web pages, with hyperlinks and markup for text formatting (heading styles, bold, italic, numbered lists, insertion of images, etc.).

HTTP (HyperText Transport Protocol) The rules by which World Wide Web browsers and servers communicate. This is the protocol most often used to transfer information from Web servers to browsers, which is why Web addresses begin with http://.

hyperlink A link in an HTML document that leads to another place on the same page, to another page on the same Web site, or, to another World Wide Web site. A browser usually displays a hyperlink in some distinguishing way, such as a different color, font or style. When the user activates the link (by clicking on it with the mouse), the browser displays the target of the link. Sometimes pictures have hyperlinks.

hypertext Text that has hyperlinks. When hypertext is viewed with an interactive browser, certain words appear highlighted by underlining or color; clicking on a highlighted link leads to another location with more information about the subject. The term was coined by Ted Nelson around 1965 for a collection of documents (or "nodes") containing cross-references or "links" which, with the aid of an interactive browser program, allow the reader to move easily from one document to another.

icon A small picture on the screen that represents a file or program.

Internet, The Internet The Internet is a network of networks, linking computers to computers by speaking the same language called TCP/IP protocol. Each computer runs software to provide or "serve" information and/or to access and view information. The Internet (with a capital I) is the world's largest internet. The Internet includes a variety of electronic services such as electronic mail (e-mail), Telnet (remote login), FTP (File Transfer Protocol for downloading or uploading of files), Gopher (an early, text-only method for accessing internet documents), and the World Wide Web. The Internet was originally developed for the United States military, and then became used for government, academic, and commercial research and communications.

Internet Explorer* Microsoft's World Wide Web browser.

Internet IP address A unique number identifying each host machine on the Internet network. Also called the IP address or TCP/IP address. A numeric address such as 123.231.32.2 that the domain name server translates into a domain name. In addition to the Internet address, each machine has an Internet domain style name which usually has the form *machine.location.domain* or *machine.group.location.domain.* The term is sometimes used incorrectly to refer to a host's fully qualified domain name.

JPEG (Joint Photographic Experts Group) A format for storing high-quality color and grayscale photographs in bitmap form. JPEG files are most effective for photographic images or images with lots of subtle color and tones.

link See *hyperlink*.

megabyte Equals 1,048,576 bytes, or 1024 kilobytes. The text of a six hundred page paperback book would require about one megabyte of ASCII storage. (ASCII is the basis of character sets used in almost all present-day computers.) Abbreviated as MB.

memory The part of a computer system that is used to run programs. The working space used by the computer to hold the program that is currently running, along with the data it needs, and to run programs and process data. The main memory is built from Random Access Memory (RAM) chips. The amount of memory available determines the size of programs that can be run, and whether more than one program can run at a time. Main memory is temporary, and is lost when the computer is turned off. It is distinguished from more permanent internal Read Only Memory (ROM) which contains the computer's essential programs, and storage (the disks and tapes which are used to store data). In the general sense it can be any device that can hold data in machine-readable format. Also see RAM and ROM.

MIDI (Musical Instrument Digital Interface) A sound file format. It is a standard connection for digital control of musical devices. Used for synthesized music. Cannot be used for the human voice or other complex sounds. File size is usually small.

modem A peripheral device that connects computers to each other for sending communications through telephone lines. The modem modulates the digital data of computers into analog signals to send over the telephone lines, then demodulates back into digital signals to be read by the computer on the other end; thus the name "modem" for modulator/demodulator. It converts characters into a form that can be transmitted over a telephone line, and reconverts transmitted signals to characters.

MPEG (Moving Pictures Experts Group) An ISO (International Standards Organization) group that sets standards for compressing and storing video, audio, and animation in digital form. Codec technology for moving images using inter- and intra-frame compression.

multimedia Multimedia is communication that uses any combination of different media, and may or may not involve computers. Multimedia may include text, spoken audio, music, sounds, images, animation and video. Often also includes hyperlinked text and objects.

navigate To find one's way around on the World Wide Web by following hypertext links from document to document, and from computer to computer.

netiquette A pun on "etiquette" referring to proper behavior on a network.

Netscape* Netscape is a set of WWW browsers, produced by Netscape Communications Corporation.

network A group of interconnected computers, including the hardware and software used to connect them.

offline Logically or physically disconnected from the computer, computer network, or the Internet. For example, a reel of tape is offline storage. A Web page that has been downloaded or saved so that it can be read while not connected to the Internet is for offline viewing.

online

1. Ready for use (for example, "The graph plotter is fixed and online again").
2. Accessible through a computer (or terminal), rather than on paper or other mediums.
3. A user actively using a computer system, especially the Internet (for example, "I haven't been online for three days.")

operating system The main control program of a computer that schedules tasks, manages storage, and handles communication with peripherals. Often abbreviated as OS or "o/s"

PDF (Portable Document Format) A platform-independent PostScript-based file format; part of Adobe Acrobat. Acrobat can convert a DOS, Windows, UNIX or Macintosh document into a Portable Document Format (PDF) which can be displayed on any computer with Acrobat Reader.

peripherals Any device that is attached to a computer system or network, such as printers, disks and tape drives.

platform Specific computer hardware, as in the phrase "platform-independent." The underlying hardware or software for an operating system. The basic system on which applications execute. Two common platforms are PC and Macintosh.

pixel Short for picture element. A pixel is the smallest logical unit of visual information that can be used to build an image. Pixels are the little squares that can be seen when a graphics image is enlarged. The more pixels in an image, the better its resolution.

port A pathway for data flow in and out of a computer. A computer port is a receptacle for attaching input and output devices.

portal A Web site that offers a great amount of content and services, either on many subjects (such as Yahoo! or About.com) or on a specific subject (like education).

public domain Belonging to the public; not protected by copyright.

QuickTime* A System 7 extension for Macintosh from Apple Computer that integrates full-motion video and sound into application programs that gives a seamless integration of video, sound, and animation. Also available as QuickTime for Windows.

RAM (Random Access Memory) The memory that is available on a computer for storing data and programs currently being processed. It is automatically erased when the power is turned off. Information in the RAM that needs to be stored for future use must be saved onto a disk or a tape.

resolution A graphics formatting term: The number of dots per inch used to represent a graphics image. The term "pixels" is also used for "dots" in this context. High resolution images look smoother and have more dots per inch than do low resolution images. The resolution of images displayed on the screen is usually lower than that of the final laser printout. Laser printers print 300 dots (or pixels) per inch or more; typesetters print 1,200 dots (or pixels) per inch or more.

ROM (Read Only Memory) Stored permanent systems instructions, which are never changed; it holds its contents even when the power is turned off. Data is placed in ROM only once, and stays there permanently. ROM is generally installed by the manufacturer as part of the system.

rubric A scale, guide, or continuum that is created to clarify expectations for a given project and to give specific feedback. "A scoring tool that lists the criteria for a piece of work. A rubric also usually describes levels of quality for each of the criteria, often on a point scale."Source: Just what is a rubric? http://www.middleweb.com/CSLB2rubric.html

scaffolding tools Scaffolding tools help students to organize and support their own investigations, and keeps them from straying too far off the path of a given inquiry as they discover the "truth" about an issue, problem, or question. Scaffolding tools should be a temporary structure to help students understand a process or concept. "An instructional tool that reduces learning ambiguity, thereby increasing growth opportunities (Doyle, 1986). Scaffolding is described by Wood, Bruner, and Ross (1976) as '...controlling those elements of the task that are initially beyond the learners' capability thus permitting him to concentrate upon and complete only those elements that are within his range of competence' (p 9). As the teacher or more knowledgeable person creates a supporting structure that can initiate and sustain interest, the students become involved. As the students gradually gain control of the task, they take over more of the responsibility. When the assumption of responsibility and control occurs, the teacher removes the scaffolding."
(Source: Scaffolding: A Powerful Tool in Social Constructivist Classrooms
http://ed-web3.educ.msu.edu/literacy/papers/paperlr2.htm)
Examples of scaffolding tools include concept maps, checklists, study guides, self-assessment tools, pre-formatted documents, and organizational charts.

search directory A remotely accessible program that lets you do keyword searches for information on the Internet. A directory is a catalog of sites collected and organized by people. Subject directories are often called subject "trees" because they start with a few main categories and then branch out into subcategories, topics, and subtopics. Yahoo!* is the most common search directory.

search engine A remotely accessible program that lets you do keyword searches for information on the Internet. There are several types of search engines; the search may cover titles of documents, URLs, headers, or the full text. Examples are AltaVista*, Google*, and Lycos*.

server A server is a special device used to "serve" a system or facility. A server is a computer in a client/server architecture that supplies files or services. The computer that requests services is called the client. The client may request file transfer, remote logon, printing, or other available services.

shareware Software that is copyrighted, but may be downloaded and used for a limited time for free, after which the user is asked to voluntarily send the author a small payment. Some shareware products offer additional features, documentation, technical support, and/or updates to registered users.

shortcut Microsoft Corporation's term for a symbolic link. On the Macintosh, Apple Corporation refers to a symbolic link as an alias.

site An organization or facility where a host computer is located.
See also *Web site*.

smiley See *emoticon*.

SMTP (Simple Mail Transfer Protocol) A protocol from the Internet suite (e.g., TCP/IP) that is used to send electronic mail between users on different host systems.

software The programs and data that make computer hardware function.

spreadsheet A table which displays numbers in rows and columns, used for accounting, budgeting, financial analysis, scientific applications, and other work with figures. A document to store and work with data. Called a worksheet in Excel.

storyboard A precise description detailing how each multimedia element is going to be used, and screen-by-screen planning of what is available to the end user.

Taskbar A bar along the bottom edge (or side) of the Windows NT/95 desktops and later versions that contains the Start button and a button for each program that is currently running. The taskbar can be used to switch from one task to another. It can also be dragged around with the mouse and adjusted in size.

TCP/IP (Transmission Control Protocol/Internet Protocol) A set of protocols used to allow computers to share resources across a network. These protocols support file transfer, remote logon, and electronic mail between users on the different host computers on the network. See also *Internet IP Address*.

text wrap A text formatting term: The ability to wrap text around graphic images on a page layout. Some desktop publishing systems have an automatic text wrap feature that will shorten lines of text when a graphic image is encountered. In other systems, you need to change the length of lines by changing the column margins or by inserting hard carriage returns to shorten the lines. See also *word wrap*.

Unit Question A more specific question than an Essential Question to introduce and guide the work of a particular unit of study. Unit questions are more subject- and topic-specific, and therefore better suited for framing particular content and inquiry, leading to the often more subtle essential questions. Unit questions: 1) provide subject- and topic-specific doorways to essential questions, 2) Have no one obvious "right" answer, and 3) Are deliberately framed to provoke and sustain student interest. See also *Essential Question*. (Source: *Understanding by Design* by Grant Wiggins and Jay McTighe, p. 30)

upload To transfer information stored in the user's system to a remote computer system.

URL (Uniform Resource Locator) The address for an Internet Web site, generally beginning: http://. A standard that specifies the location of an object on the Internet, such as a file or a newsgroup. See also domain name.

virtual Virtual refers to anything that seems real but is actually simulated by the operating system or applications. For example, virtual memory is really disk storage made to look like real memory.

virus A program that replicates itself on computer systems by incorporating itself into other programs that are shared among computer systems.

WAV A popular format for storing audio files for Windows applications. Sounds are "true-to-life," but can result in very large files.

Web See *World Wide Web*.

workbook A Microsoft Excel workbook is a file that contains one or more worksheets, which you can use to organize various kinds of related information. You can enter and edit data on several worksheets simultaneously and perform calculations based on data from more than one worksheet.

worksheet The primary document that you use in Excel to store and work with data. Also called a spreadsheet. A worksheet consists of cells that are organized into columns and rows.

Web site

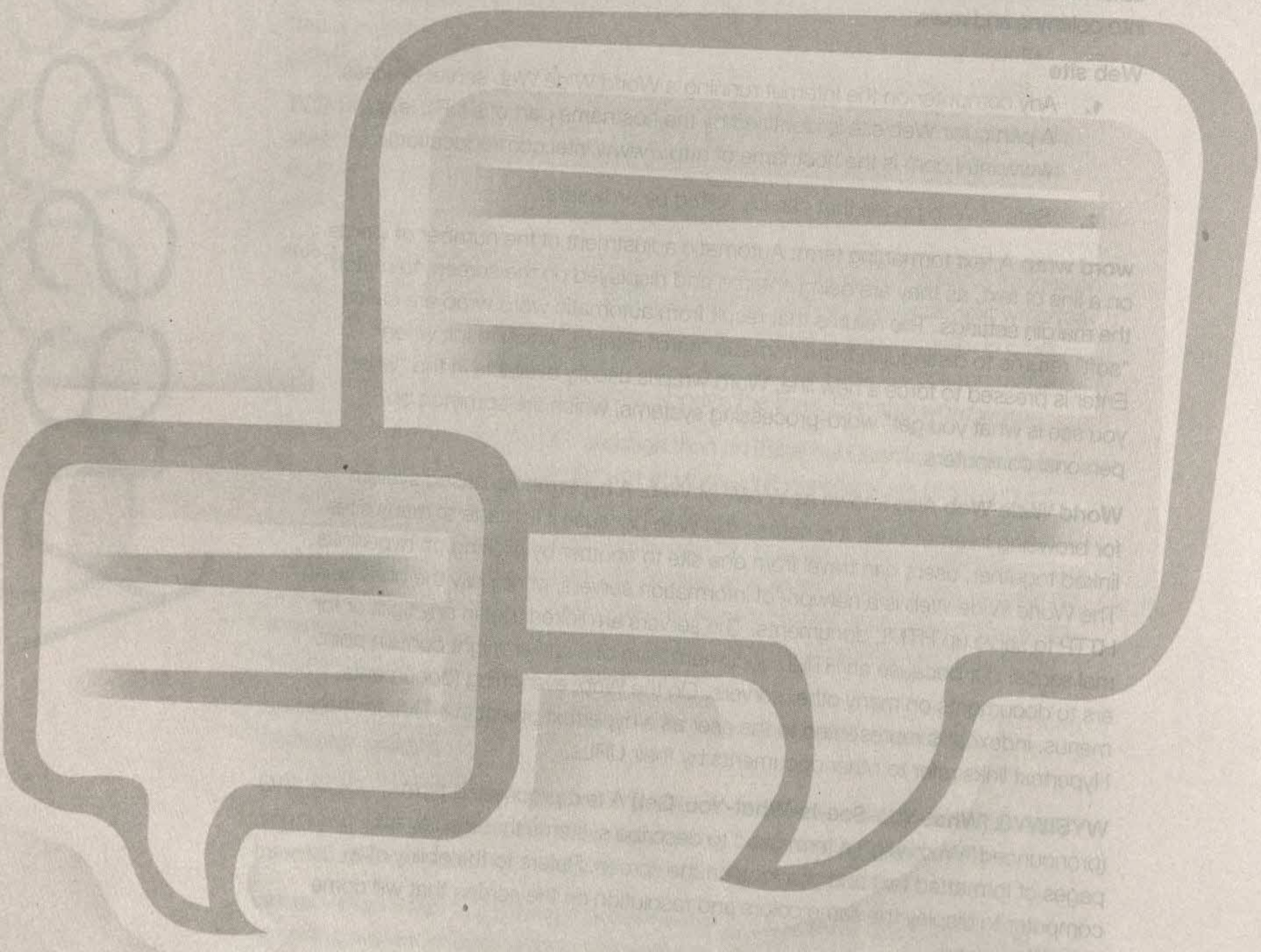
1. Any computer on the Internet running a World Wide Web server process. A particular Web site is identified by the hostname part of a URL (e.g., www.intel.com is the hostname of http://www.intel.com/education).
2. Sets of Web pages that can be visited by browsers.

word wrap A text formatting term: Automatic adjustment of the number of words on a line of text, as they are being entered and displayed on the screen, to match the margin settings. The returns that result from automatic word wrap are called "soft" returns to distinguish them from the "hard" returns, which result when Enter is pressed to force a new line. Word wrap is usually available in the "what you see is what you get" word-processing systems, which are common on personal computers.

World Wide Web Also known as WWW or Web. A hypermedia-based system for browsing Internet sites. It is named the Web because it is made of many sites linked together; users can travel from one site to another by clicking on hyperlinks. The World Wide Web is a network of information servers, principally the ones using HTTP to serve up HTML documents. The servers are linked, not in any tight or formal sense, but because an HTML document from one server might contain pointers to documents on many other servers. On the Web, everything (documents, menus, indexes) is represented to the user as a hypertext object in HTML format. Hypertext links refer to other documents by their URLs.

WYSIWYG (What-You-See-Is-What-You-Get) A text processing term: (pronounced "Wizzywig") a term used to describe systems that display full pages of formatted text and graphics on the screen. Refers to the ability of a computer to display the same colors and resolution on the screen that will come out of the printer.

ZIP Data compression and file packaging programs for personal computers. An example is WinZip* or PKZIP*. It may also refer to IOmega Zip* drive products.



Intel® Teach to the Future

intel® innovation in education

Teacher Feedback

Roll No: **Name of Teacher:**

Name of Trainer/Master Trainer conducting the training:

Trainer/Master Trainer Code:

1. To what extent do the following statements describe the Intel® Teach to the Future training you participated in? *(Please tick **one** answer on each line.)*

	Not at all	*Small extent*	*Moderate extent*	*Great extent*
a. Focused on integration of technology into the curriculum	☐	☐	☐	☐
b. Provided teaching strategies to apply with your students	☐	☐	☐	☐
c. Illustrated effective uses of technology with students	☐	☐	☐	☐
d. Provided opportunities to collaborate with other teachers during training	☐	☐	☐	☐

2. How **well prepared** did/do you feel to do the following activities with your students, both prior to and after the training? *(Tick one box on each line in the **before** column, and one box on each line in the **after** column.)*

	Before the Intel Teach to the Future Training				*After the Intel Teach to the Future Training*			
	Not at all	*Somewhat*	*Moderately*	*Very well*	*Not at all*	*Somewhat*	*Moderately*	*Very well*
a. Implement methods of teaching that emphasize independent work by students	☐	☐	☐	☐	☐	☐	☐	☐
b. Integrate educational technology into the grade or subject I teach	☐	☐	☐	☐	☐	☐	☐	☐
c. Support my students in using technology in their schoolwork	☐	☐	☐	☐	☐	☐	☐	☐
d. Evaluate technology-based work my students produce	☐	☐	☐	☐	☐	☐	☐	☐

3. Will the ideas and skills you learned from the Intel Teach to the Future training help you successfully integrate technology into your students' activities? *(Please tick **one**)*

☐ Definitely not ☐ Probably not ☐ Probably yes ☐ Definitely yes

4. Would you recommend this training to a friend or a colleague? *(Please tick **one**)*

☐ Definitely not ☐ Probably not ☐ Probably yes ☐ Definitely yes

5. How critical are the elements below for you to develop and implement a technology-enhanced lesson? *(Please tick **one** answer on each line.)*

	Essential	*Important*	*Useful*	*Not Necessary*	*Not Sure*
a. Unit Plan	☐	☐	☐	☐	☐
b. Internet Access	☐	☐	☐	☐	☐
c. Multimedia CD-ROMs	☐	☐	☐	☐	☐
d. Teacher Multimedia Presentation	☐	☐	☐	☐	☐
e. Student Multimedia Presentation	☐	☐	☐	☐	☐
f. Documents and Templates	☐	☐	☐	☐	☐
g. Spreadsheets	☐	☐	☐	☐	☐
h. Student Newsletters or Brochures	☐	☐	☐	☐	☐
i. Student Web Sites	☐	☐	☐	☐	☐
j. Implementation Plan	☐	☐	☐	☐	☐

6. How would you rate the infrastructure and support provided to you during this training workshop? *(Please tick **one** answer on each line.)*

	Excellent	*Good*	*Average*	*Poor*
Infrastructure				
a. Hardware capabilities: Speed, storage, display, sound, etc	☐	☐	☐	☐
b. Running of the computer without interruptions due to power or system failure	☐	☐	☐	☐
c. Reliability and speed of Internet connection	☐	☐	☐	☐
d. Facilities: training room, lighting, noise level, etc	☐	☐	☐	☐
Training Support				
e. Role as a facilitator	☐	☐	☐	☐
f. Ability to explain tools and techniques covered	☐	☐	☐	☐

7. Do you think you will be able to adhere to the implementation plan developed by you? *(Please tick **one**)*

☐ Definitely not ☐ Probably not ☐ Probably yes ☐ Definitely yes

If *Definitely Not* or *Probably Not*, what are your concerns?

8. By when do you think you will be able to commence implementation of Technology Aided Learning? *(Please tick **one**)*

☐ In the current academic term
☐ Later
☐ Within the next 6 months
☐ Not sure

Name Mr/Mrs/Ms/Dr/____ ______________________________

Designation ______________________________

School ______________________________

Home Address ______________________________

______________________ City ______________ PIN ________

Phone (School) ______________ (Home) ______________

Email (School) ______________________________

(Home) ______________________________

Subjects taught

Subject	*For Classes*
______________	______________
______________	______________
______________	______________

Experience I have ________ years of full-time teaching experience (including the current year).

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Intel® Teach to the Future

"The scope of this program represents the industry's recognition that all the educational technology is worth nothing if teachers don't know how to use it effectively. Computers aren't magic, teachers are."
— Craig Barrett, Intel CEO

CURRICULUM & TRAINER SUPPORT:

Learning Links
Learning Links Foundation

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